

THE SOUTHERN ASSOCIATION QUARTERLY

Volume VI

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Number 1

The Southern Association of Colleges and Secondary Schools: General and Historical Information

ORIGIN AND PURPOSE OF THE ASSOCIATION

The association was organized in the autumn of 1895 at Atlanta, Georgia, at a meeting of delegates from a number of Southern colleges and universities. Invitations to this meeting had been sent out by a committee appointed by the faculty of Vanderbilt University. The purpose of the meeting, as stated, was:

1. To organize Southern schools and colleges for cooperation and mutual assistance.
2. To elevate the standard of scholarship and to effect uniformity of entrance requirements.
3. To develop preparatory schools and cut off this work from the colleges.

On this basis an organization was effected and a constitution and by-laws were adopted. The following institutions were the charter members: Vanderbilt University, University of North Carolina, University of the South, University of Mississippi, Washington and Lee University, Trinity College (Duke University). Chancellor J. H. Kirkland was the first Secretary and Treasurer and served in this capacity until 1908 when the late Professor Frederick W. Moore became Secretary and Treasurer, serving until his death in 1911. Since that time this office has been filled by the following: Bert E. Young, 1911-1915; Walter Hullihen, 1915-1917; Edward A. Bechtel, 1917-1921; Edwin D. Pusey, 1921-1923; Theodore H. Jack, 1923-1926; Guy E. Snavely, 1926-1937; Shelton Phelps, 1937—.

The aims and standards of the Association are set forth in its Constitution, pages 217-242, this issue.

OFFICIAL ROSTER OF THE ASSOCIATION

OFFICERS, 1942

President: Professor M. E. Ligon, University of Kentucky, Lexington, Kentucky.

Vice President: Dean Fred C. Frey, Louisiana State University, University, Louisiana.

Vice President: Professor E. W. Knight, University of North Carolina, Chapel Hill, North Carolina.

Secretary-Treasurer: President Shelton Phelps, Winthrop College, Rock Hill, South Carolina.

EXECUTIVE COMMITTEE, 1942*

Vice Chancellor Alexander Guerry, University of the South (1942)

Dean W. H. Washington, Clemson College (1942)

Superintendent H. B. Heidelberg, Clarksdale, Mississippi (1943).

Professor W. R. Smithey, University of Virginia (1943).

Principal A. J. Geiger, St. Petersburg, Florida (1944).

Dean Andrew Smith, Spring Hill College (1944).

President S. H. Whitley, East Texas State Teachers College (Immediate Past President).

President and Secretary, *ex officio*.

* The dates following names of the members of the Executive Committee indicate the academic year in which the term of each member expires. "1942" means the end of the Annual Meeting for the year 1942-43, and so on.—Editor.

ROLL OF MEMBERS

LIST OF APPROVED UNIVERSITIES AND COLLEGES OF THE ASSOCIATION, DECEMBER 5, 1941

UNIVERSITIES AND SENIOR COLLEGES

(Alphabetically arranged with names of their presidents and date of their
election to membership.)

- Agnes Scott College, Decatur, Georgia, James Ross McCain, Ph.D., LL.D., President (1907)
- Agricultural and Mechanical College of Texas, College Station, Texas, T. O. Walton, LL.D., President (1924)
- Alabama College, Montevallo, Alabama, A. F. Harman, B.S., LL.D., President (1925)
- Alabama Polytechnic Institute, Auburn, Alabama, L. N. Duncan, M.S., LL.D., President (1922)
- Alabama, University of, University, Alabama, George H. Denny, Ph.D., LL.D., President (1897)
- Asbury College, Wilmore, Kentucky, Z. T. Johnson, Ph.D., President (1940)
- Baylor University, Waco, Texas, Pat M. Neff, LL.D., Litt.D., Ph.D., President (1914)
- *Berea College, Berea, Kentucky, Francis S. Hutchins, M.A., LL.D., President (1926)
- Birmingham-Southern College, Birmingham, Alabama, Raymond R. Paty, M.A., LL.D., President (1922)
- Blue Mountain College, Blue Mountain, Mississippi, Lawrence T. Lowery, Ph.D., President (1927)
- Bridgewater College, Bridgewater, Virginia, Paul H. Bowman, M.A., D.D., President (1925)
- Carson-Newman College, Jefferson City, Tennessee, James T. Warren, M.A., LL.D., President (1927)
- Catawba College, Salisbury, North Carolina, Howard R. Omwake, Ped.D., Litt.D., President (1928)
- Centenary College, Shreveport, Louisiana, Pierce Cline, M.A., LL.D., President (1925)
- Centre College, Danville, Kentucky, Robert Lee McLeod, B.A., B.D., D.D., President (1904)
- Charleston, the College of, Charleston, South Carolina, Harrison Randolph, A.M., LL.D., President (1916)
- Chattanooga, University of, Chattanooga, Tennessee, Archie M. Palmer, M.A., President (1910)
- Clemson College, Clemson, South Carolina, Robert Franklin Poole, Ph.D., D.S.C., President (1927)
- Coker College, Hartsville, South Carolina, C. S. Green, M.A., B.D., D.D., President (1923)
- Columbia College, Columbia, South Carolina, J. C. Guilds, M. A., Litt.D., President (1938)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

- Converse College, Spartanburg, South Carolina, E. M. Gwathmey, M.A., Ph.D., President (1912)
- Davidson College, Davidson, North Carolina, John R. Cunningham, D.D., President (1917)
- Delta State Teachers College, Cleveland, Mississippi, William M. Kethley, M.A., President (1930)
- Duke University, Durham, North Carolina, R. L. Flowers, A.M., LL.D., President (1895)
- East Carolina Teachers College, Greenville, North Carolina, Leon R. Meadows, Ph.D., President (1927)
- East Texas State Teachers College, Commerce, Texas, S. H. Whitley, M.A., LL.D., President (1925)
- Eastern Kentucky State Teachers College, Richmond, Kentucky, W. F. O'Donnell, A.B., A.M., President (1928)
- Emory and Henry College, Emory, Virginia, Foye G. Gibson, A.B., President (1925)
- Emory University, Atlanta, Georgia, Harvey W. Cox, Ph.D., LL.D., President (1917)
- Erskine College, Due West, South Carolina, R. C. Grier, D.D., President (1925)
- Florida Southern College, Lakeland, Florida, Ludd M. Spivey, A.M., LL.D., President (1935)
- Florida State College for Women, Tallahassee, Florida, Doak S. Campbell, Ph.D., President (1915)
- Florida, University of, Gainesville, Florida, John J. Tigert, A.M., LL.D., President (1913)
- Furman University, Greenville, South Carolina, John Laney Plyler, LL.B., LL.D., President (1924)
- George Peabody College for Teachers, Nashville, Tennessee, S. C. Garrison, Ph.D., President (1915)
- Georgetown College, Georgetown, Kentucky, Henry N. Sherwood, Ph.D., LL.D., President (1919)
- †Georgia School of Technology, Atlanta, Georgia, M. L. Brittain, LL.D., President (1923)
- †Georgia State College for Women, Milledgeville, Georgia, Guy H. Wells, A.M., LL.D., President (1925)
- †Georgia State Woman's College, Valdosta, Georgia, Frank R. Reade, Ph.D., President (1929)
- †Georgia Teachers College, Collegeboro, Georgia, A.M. Gates, President (1935)
- †Georgia, University of, Athens, Georgia, H. W. Caldwell, A.B., LL.B., President (1909)
- Greensboro College, Greensboro, North Carolina, Luther L. Gobbel, Ph.D., President (1926)
- Guilford College, Guilford, North Carolina, Clyde A. Milner, Ph.D., President (1926)
- H. Sophie Newcomb Memorial College (Vid. Tulane University), Rufus C. Harris, LL.D., President (1903)
- Hampden-Sydney College, Hampden-Sydney, Virginia, Edgar G. Gammon, D.D., President (1919)
- Hardin-Simmons University, Abilene, Texas, William Richardson White, Th.D., D.D., President (1927)

† Membership until September 1, 1942.

- Hollins College, Hollins, Virginia, Bessie C. Randolph, Ph.D., President (1932)
 Howard College, Birmingham, Alabama, Harwell Goodwin Davis, LL.B., LL.D.,
 President (1920)
 Huntingdon College, Montgomery, Alabama, Hubert Searcy, Ph.D., President
 (1928)
 Incarnate Word College, San Antonio, Texas, Sister M. Columkille, Ph.D., Pres-
 ident (1925)
 John B. Stetson University, DeLand, Florida, W. S. Allen, Ph.D., President (1932)
 Kentucky, University of, Lexington, Kentucky, H. L. Donovan, Ph.D., LL.D.,
 President (1915)
 Lenoir Rhyne College, Hickory, North Carolina, P. E. Monroe, D.D., President
 (1928)
 Limestone College, Gaffney, South Carolina, Robert C. Granberry, B.D., D.D.,
 President (1928)
 Lincoln Memorial University, Harrogate, Tennessee, S. W. McClelland, D.D.,
 President (1936)
 Louisiana College, Pineville, Louisiana, Hal M. Weathersby, A.M., Acting President
 (1923)
 Louisiana Polytechnic Institute, Ruston, Louisiana, Claybrook Cottingham, LL.D.,
 President (1927)
 Louisiana State Normal College, Natchitoches, Louisiana, Joe Farrar, Ph.D.,
 President (1941)
 Louisiana State University, University, Louisiana, Gen. C. B. Hodges, A.M.,
 President (1913)
 Louisville, University of, Louisville, Kentucky, Raymond Kent, Ph.D., LL.D.,
 President (1915)
 Loyola University, New Orleans, Louisiana, P. A. Roy, S.J., Ph.D., President (1929)
 Madison College, Harrisonburg, Virginia, Samuel Page Duke, A.M., LL.D., Pres-
 ident (1927)
 Mary Baldwin College, Staunton, Virginia, Lewis W. Jarman, M.A., LL.D., Pres-
 ident (1931)
 Mary Hardin-Baylor College, Belton, Texas, Gordon G. Singleton, M.A., Ph.D.,
 President (1926)
 Mary Washington College, Fredericksburg, Virginia, Morgan L. Combs, Ed.D.,
 President (1930)
 Maryville College, Maryville, Tennessee, Ralph W. Lloyd, D.D., President (1922)
 Memphis State College, Memphis, Tennessee, Richard C. Jones, M.A., President
 (1927)
 Mercer University, Macon, Georgia, Spright Dowell, LL.D., President (1911)
 Meredith College, Raleigh, North Carolina, Carlyle Campbell, A.M., LL.D., Pres-
 ident (1921)
 Miami, University of, Coral Gables, Florida, Bowman Foster Ashe, LL.D., Litt.D.,
 President (1940)
 Millsaps College, Jackson, Mississippi, Marion Lofton Smith, Ph.D., President
 (1912)
 Mines and Metallurgy, College of, El Paso, Texas, D. M. Wiggins, M.A., Ph.D.,
 President (1936)
 Mississippi College, Clinton, Mississippi, D. M. Nelson, Ph.D., LL.D., President
 (1922)
 Mississippi State College, State College, Mississippi, G. D. Humphrey, M.A., Ph.D.,
 President (1926)

- Mississippi State College for Women, Columbus, Mississippi, B. L. Parkinson, Ph.D., President (1921)
- Mississippi, University of, University, Mississippi, Alfred B. Butts, M.S., Ph.D., LL.B., Chancellor (1895)
- Morehead State Teachers College, Morehead, Kentucky, William H. Vaughan, Ph.D., President (1930)
- Murray State Teachers College, Murray, Kentucky, James H. Richmond, LL.D., President (1928)
- Nazareth College, Louisville, Kentucky, Sister Mary Anastasia, Ph.D., President (1938)
- Newberry College, Newberry, South Carolina, James C. Kinard, LL.D., Litt.D., President (1936)
- North Carolina State College of Agriculture and Engineering, Raleigh, North Carolina, J. W. Harrelson, M.E., Dean (1928)
- North Carolina, University of, Chapel Hill, North Carolina, Frank P. Graham, A.M., LL.D., President (1895)
- North Texas State Teachers College, Denton, Texas, W. J. McConnell, Ph.D., President (1925)
- Our Lady of the Lake College, San Antonio, Texas, John L. McMahon, Ph.D., President (1923)
- Queens College, Charlotte, North Carolina, Hunter B. Blakely, Th.D., D.D., President (1932)
- Randolph-Macon College, Ashland, Virginia, J. Earl Moreland, M.A., President (1904)
- Randolph-Macon Woman's College, Lynchburg, Virginia, Theodore H. Jack, Ph.D., LL.D., President (1902)
- Rice Institute, Houston, Texas, Edgar Odell Lovett, Ph.D., LL.D., President (1914)
- Richmond, University of, Richmond, Virginia, F. W. Boatwright, A.M., LL.D., President (1910)
- Roanoke College, Salem, Virginia, Charles J. Smith, M.A., D.D., LL.D., President (1927)
- Rollins College, Winter Park, Florida, Hamilton Holt, Litt.D., LL.D., President (1927)
- Salem College, Winston-Salem, North Carolina, Howard E. Rondthaler, D.D., LL.D., President (1922)
- Sam Houston State Teachers College, Huntsville, Texas, Harmon Lowman, Ph.D., President (1925)
- Scarritt College, Nashville, Tennessee, J. L. Cuninggim, D.D., President (1940)
- Shorter College, Rome, Georgia, Paul M. Cousins, M.A., LL.D., President (1923)
- South Carolina, University of, Columbia, South Carolina, J. R. McKissick, A.M., LL.D., President (1917)
- Southern Methodist University, Dallas, Texas, Umphrey Lee, Ph.D., D.D., President (1921)
- Southwest Texas State Teachers College, San Marcos, Texas, C. E. Evans, M.A., LL.D., President (1925)
- Southwestern, Memphis, Tennessee, Charles E. Diehl, A.M., LL.D., President (1911)
- Southwestern Louisiana Institute, Lafayette, Louisiana, Joel L. Fletcher, President (1925)
- Southwestern University, Georgetown, Texas, J. W. Bergin, A.B., D.D., President (1915)

- Spring Hill College, Spring Hill, Alabama, Wm. D. O'Leary, S.J., M.D., M.A.,
President (1922)
- State Teachers College, Farmville, Virginia, J. L. Jarman, LL.D., President (1927)
- State Teachers College, Florence, Alabama, James Albert Keller, President (1934)
- State Teachers College, Jacksonville, Alabama, C. W. Daugette, M.Sc., LL.D.,
President (1935)
- State Teachers College, Johnson City, Tennessee, Charles C. Sherrod, Ph.D.,
President (1927)
- State Teachers College, Livingston, Alabama, N. F. Greenhill, A.M., Ph.D., Pres-
ident (1938)
- State Teachers College, Murfreesboro, Tennessee, Q. M. Smith, M.A., President
(1928)
- State Teachers College, Troy, Alabama, C. B. Smith, B.S., M.A., D.Ed., President
(1934)
- State Teachers College, Radford, Virginia, David W. Peters, Ph.D., President
(1928)
- Stephen F. Austin State Teachers College, Nacogdoches, Texas, A. W. Birdwell,
M.A., President (1927)
- Sul Ross State Teachers College, Alpine, Texas, Horace W. Morelock, M.A.,
LL.D., President (1929)
- Sweet Briar College, Sweet Briar, Virginia, Meta Glass, Ph.D., Litt.D., President
(1920)
- Tennessee Polytechnic Institute, Cookeville, Tennessee, Everett Derryberry, B.A.
Oxon, M.A. Oxon, President (1939)
- Tennessee, University of, Knoxville, Tennessee, James D. Hoskins, LL.D., Litt.D.,
President (1897)
- Texas Christian University, Fort Worth, Texas, M. E. Sadler, Ph.D., President
(1922)
- Texas College of Arts and Industries, Kingsville, Texas, J. L. Nierman, Ph.D.,
Acting President (1933)
- Texas State College for Women, Denton, Texas, L. H. Hubbard, Ph.D., LL.D.,
President (1923)
- Texas Technological College, Lubbock, Texas, Clifford B. Jones, LL.D., President
(1928)
- Texas, University of, Austin, Texas, Homer P. Rainey, Ph.D., President (1901)
- The Citadel, Charleston, South Carolina, Gen. Charles P. Summerall, LL.D.,
President (1924)
- Transylvania College, Lexington, Kentucky, Raymond Francis McLain, A.B.,
D.D., President (1915)
- Tulane University, including H. Sophie Newcomb Memorial College, New Or-
leans, Louisiana, Rufus C. Harris, LL.D., Jur.D., President (1903)
- Tusculum College, Greenville, Tennessee, Charles A. Anderson, A.M., D.D.,
President (1926)
- Union College, Barbourville, Kentucky, Conway Boatman, M.A., D.D., President
(1932)
- University of the South, Sewanee, Tennessee, Alexander Guerry, LL.B., D.C.L.,
Vice Chancellor (1895)
- Vanderbilt University, Nashville, Tennessee, O. C. Carmichael, M.A., B.Sc.,
LL.D., Chancellor (1895)
- Virginia Military Institute, Lexington, Virginia, Charles Evans Kilbourne, C.E.,
LL.D., President (1926)

- Virginia Polytechnic Institute, Blacksburg, Virginia, Julian A. Burruss, Ph.D., President (1923)
 Virginia, University of, Charlottesville, Virginia, J. L. Newcomb, C.E., D.Sci., President (1904)
 Wake Forest College, Wake Forest, North Carolina, Thurman D. Kitchin, M.D., LL.D., President (1921)
 Washington and Lee University, Lexington, Virginia, Francis P. Gaines, Ph.D., LL.B., President (1895)
 West Texas State Teachers College, Canyon, Texas, J. A. Hill, M.A., LL.D., President (1925)
 Western Kentucky State Teachers College, Bowling Green, Kentucky, Paul L. Garrett, M.A., LL.D., President (1926)
 William and Mary, College of, Williamsburg, Virginia, John Stewart Bryan, LL.D., President (1921)
 Winthrop College, Rock Hill, South Carolina, Shelton Phelps, Ph.D., LL.D., President (1923)
 Wofford College, Spartanburg, South Carolina, Henry N. Snyder, LL.D., President (1917)
 Woman's College of the University of North Carolina, Greensboro, North Carolina, W. C. Jackson, S.B., LL.D., Dean (1921)

FOUR-YEAR MEMBER COLLEGES ON PROBATION

- †Brenau College, Gainesville, Georgia, Haywood J. Pearce, Ph.D., President (1929)
 Judson College, Marion, Alabama, Leroy R. Priest, Th.M., D.D., President (1925)
 Lynchburg College, Lynchburg, Virginia, R. B. Montgomery, A.M., B.D., Ph.D., President (1927)
 Mississippi Southern College, Hattiesburg, Mississippi, J. B. George, Ph.D., President (1929)
 †Trinity University, Waxahachie, Texas, F. L. Wear, A.B., D.D., President (1925)
 Wesleyan College, Macon, Georgia, Bishop Arthur J. Moore, D.D., President (1919)

JUNIOR COLLEGES

- Amarillo College, Amarillo, Texas, John F. Mead, A.M., Ph.D., President (1933)
 Armstrong Junior College, Savannah, Georgia, J. Thomas Askew, A.M., President (1940)
 Averett College, Danville, Virginia, Curtis V. Bishop, A.B., A.M., President (1928)
 Belmont Abbey Junior College, Belmont, North Carolina, Vincent G. Taylor, D.D., LL.D., President (1936)
 *Bethel Woman's College, Hopkinsville, Kentucky, Kenneth Roland Patterson, M.A., President (1928)
 Brownsville Junior College, Brownsville, Texas, E. C. Dodd, A.M., President (1930)
 Campbell College, Buie's Creek, North Carolina, Leslie H. Campbell, A.M., President (1941)
 Copiah-Lincoln Junior College, Wesson, Mississippi, J. M. Ewing, M.A., President (1936)
 Cumberland College, Williamsburg, Kentucky, James Lloyd Creech, B.S., President (1931)
 East Central Junior College, Decatur, Mississippi, L. O. Todd, President (1939)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

† Membership until September 1, 1942.

- Edinburg College, Edinburg, Texas, R. P. Ward, M.A., Director (1932)
 Emory Junior College, Oxford, Georgia, Geo. S. Roach, A.B., Division Executive (1935)
 Emory Junior College, Valdosta, Georgia, Hollis Edens, A.B., Dean (1935)
 Georgia Military College, Milledgeville, Georgia, Joseph H. Jenkins, M.A., President (1940)
 †Georgia Southwestern College, Americus, Georgia, Peyton Jacob, M.A., President (1932)
 Gordon Military College, Barnesville, Georgia, J. E. Guillebeau, A.B., President (1941)
 Gulf Park College, Gulfport, Mississippi, Richard G. Cox, A.M., President (1926)
 Hardin Junior College, Wichita Falls, Texas, H. D. Fillers, M.A., President (1939)
 Harrison-Stone-Jackson Agricultural High School and Junior College, Perkinston, Mississippi, Albert L. May, B.S., A.M., President (1929)
 Hinds Junior College, Raymond, Mississippi, George M. McLendon, M.A., President (1928)
 Holmes Junior College, Goodman, Mississippi, R. M. Branch, A.B., President (1934)
 John Tarleton Agricultural College, Stephenville, Texas, J. Thomas Davis, A.M., LL.D., President (1926)
 Jones County Junior College, Ellisville, Mississippi, James B. Young, M.A., President (1940)
 Junior College of Augusta, Augusta, Georgia, E. W. Hardy, B.A., M.A., President (1926)
 Kilgore Junior College, Kilgore, Texas, Basil Earl Masters, Dean and Active Executive (1939)
 Lamar College, Beaumont, Texas, John E. Gray, B.A., M.A., Director (1929)
 Lon Morris College, Jacksonville, Texas, C. E. Peeples, B.A., M.A., B.D., President (1927)
 Marion Institute, Marion, Alabama, Walter Lee Murfee, A.M., President (1926)
 Mars Hill College, Mars Hill, North Carolina, Hoyt Blackwell, Th.M., D.D., President (1926)
 †Middle Georgia College, Cochran, Georgia, L. H. Browning, B.A., President (1933)
 Mount St. Joseph Junior College, Maple Mount, Kentucky, Mother M. Teresita Thompson, President (1933)
 Nazareth Junior College, Nazareth, Kentucky, Sister Margaret Gertrude, Dean (1929)
 †North Georgia College, Dahlonega, Georgia, J. C. Rogers, A.M., President (1935)
 North Texas Agricultural College, Arlington, Texas, E. E. Davis, M.A., Dean (1939)
 Northeast Junior College, Monroe, Louisiana, C. C. Colvert, Ph.D., Dean (1941)
 Paris Junior College, Paris, Texas, J. R. McLemore, M.A., President (1934)
 *Pearl River College, Poplarville, Mississippi, R. E. L. Sutherland, M.A., President (1929)
 Pikeville College, Pikeville, Kentucky, A. A. Page, A.B., M.A., President (1931)
 Sacred Heart College, Louisville, Kentucky, Mother Roberta, President (1933)
 San Angelo College, San Angelo, Texas, Wilson H. Elkins, Ph.D., President (1936)
 St. Bernard College, St. Bernard, Alabama, Rt. Rev. Boniface Seng, O.S.B., M.A., President (1932)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

† Membership until February 1, 1942.

- St. Mary's School, Raleigh, North Carolina, Mrs. Ernest Cruikshank, M.A., President (1927)
- St. Petersburg Junior College, St. Petersburg, Florida, R. B. Reed, M.A., President (1931)
- Schreiner Institute, Kerrville, Texas, James J. Delaney, M.A., Litt.D., President (1934)
- Snead Junior College, Boaz, Alabama, J. W. Broyles, Ph.D., President (1941)
- †South Georgia College, Douglas, Georgia, Joseph M. Thrash, President (1934)
- Southern Junior College, Collegedale, Tennessee, John C. Thompson, B.A., B.S., M.A., President (1936)
- Sue Bennett College, London, Kentucky, Kenneth C. East, M.A., President (1932)
- Sullins College, Bristol, Virginia, W. E. Martin, Ph.D., President (1926)
- Sunflower County Junior College, Moorhead, Mississippi, P. M. West, A.B., A.M., President (1930)
- Tennessee Wesleyan College, Athens, Tennessee, James L. Robb, A.M., President (1926)
- Texarkana Junior College, Texarkana, Texas, H. W. Stilwell, M.A., President (1931)
- Texas Lutheran College, Seguin, Texas, Wm. F. Kraushaar, M.A., President (1940)
- Tyler Junior College, Tyler, Texas, J. M. Hodges, M.A., President (1931)
- Virginia Intermont College, Bristol, Virginia, H. G. Noffsinger, A.M., Litt.D., LL.D., President (1925)
- Ward-Belmont School, Nashville, Tennessee, J. E. Burk, Ph.D., President (1925)
- †West Georgia College, Carrollton, Georgia, I. S. Ingram, M.A., President (1936)
- *Young Harris College, Young Harris, Georgia, T. J. Lance, A.M., Ped.D., President (1938)

MEMBER JUNIOR COLLEGES ON PROBATION

- Andrew College, Cuthbert, Georgia, S. C. Olliff, President (1927)

* Not now fully meeting one or more of the Standards but continued on the approved list pending the removal of deficiencies.

† Membership until September 1, 1942.

LIST OF FOUR-YEAR NON-MEMBER COLLEGES†

† The institutions named below have been approved by the Commission as being competent to train teachers for the accredited schools of the Association, though they do not fully meet the requirements for admission as members. The inclusion of their names on the non-member list from which teachers may be drawn is not a warrant for their making use of this fact for advertising purposes in their catalogues or other printed matter, nor as evidence of recognition or accrediting by the Association.

Georgia

Bessie Tift College, Forsyth
LaGrange College, LaGrange
Piedmont College, Demorest

Kentucky

Kentucky Wesleyan College, Winchester

Mississippi

Belhaven College, Jackson

North Carolina

Elon College, Elon College
Flora Macdonald College, Red Springs

South Carolina

Lander College, Greenwood
Presbyterian College, Clinton

Tennessee

Cumberland University, Lebanon
King College, Bristol
Milligan College, Milligan College
Tennessee College, Murfreesboro
Union University, Jackson

Texas

Abilene Christian College, Abilene
Howard Payne College, Brownwood
St. Mary's University, San Antonio
Texas Wesleyan College, Fort Worth

LIST OF MEMBER SCHOOLS OF THE SOUTHERN
ASSOCIATION, DECEMBER 5, 1941

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
ALABAMA			
Andalusia; P., 3*; J. H. Johnson	19	498	1914†
Anniston; P., 3; P. G. Myer	38	1,069	1926
Auburn			
Lee County High School; P., 3; J. A. Parrish	14	319	1925
Bessemer			
High School; P., 4; J. A. Davis	36	862	1917
Hueytown High School; P., 4; H. F. Gilmore	22	604	1940
Birmingham			
Ensley High School; P., 4; E. E. Sechriest	77	1,899	1913
Jones Valley High School; P., 3; C. W. Phillips	23	568	1940
Loulie Compton Seminary; Pr., 4; Belle Moore	4	26	1923
Misses Howards' School; Pr., 4; V. Pearl Howard	4	53	1933
Minor High School; P., 4; W. C. Petty	23	579	1940
Phillips High School; P., 4; Sellers Stough	103	2,626	1913
Ramsay Tech. High School; P., 4; T. C. Young	47	1,047	1932
Shades-Cahaba High School; P., 3; J. M. Ward	24	663	1923
West End High School; P., 4; N. H. Price	40	997	1933
Woodlawn High School; P., 4; N. B. Hendrix	86	2,182	1923
Brewton			
T. R. Miller High School; P., 3; I. H. Reams	11	184	1930
Brundidge			
Pike County High School; P., 3; Roy E. Jeffcoat	14	328	1929
Carbon Hill; P., 4; Jas. S. Brown	13	352	1940
Clanton			
Chilton County High School; P., 3; Patterson Hicks	21	538	1927
Cullman			
Fairview High School (R. 2); P., 3; W. L. Davis	15	353	1933
Sacred Heart Academy; Pr., 4; Mother Annunciata	10	75	1936
Deatsville			
Holtville High School; P., 3; James Chrietzberg	15	305	1930
Decatur			
Senior High School; P., 3; W. T. Jordan	16	369	1913
Dothan; P., 3; T. G. Vaughan	16	347	1914
Eclectic			
Elmore County High School; P., 3; J. P. Howard	14	331	1934
Eufaula; P., 4; O. B. Carter	12	141	1913
Fairfield; P., 4; W. H. McMurtry	20	417	1923
Florala			
Covington County High School; P., 3; Hugh L. Taylor	12	277	1925

* In this list, 3 means Senior High School organization, usually as part of a 6-3-3 plan;
4 means a four-year High School, usually part of a 7-4 or 8-4 organization, etc.

† Date accredited means in each instance the date of re-admission to the list in the case
of any school that at any time discontinued its membership.—Editor.

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>ALABAMA—Continued</i>			
Florence			
Coffee High School; P., 4; J. W. Powell	25	664	1920
Fort Payne			
DeKalb County High School; P., 3; W. W. Brown	15	393	1932
Gadsden; P., 5; Joseph L. Peterson†	35	880	1913
Gordo; P., 3; Roy T. Alverson	12	287	1941
Guntersville			
Marshall County High School; P., 3; J. L. Solley	19	531	1922
Hartselle			
Morgan County High School; P., 3; W. J. Terry	13	297	1926
Huntsville; P., 4; J. R. Hines	17	445	1913
Lafayette; P., 3; J. M. Briscoe	9	219	1926
Leeds; P., 3; J. Wesley Vann	16	369	1941
Marion			
Marion Institute; Pr., 4; L. H. Baer	10	58	1926
Perry County High School; P., 3; L. G. Walker	15	308	1930
McCalla			
McAdory High School; P., 3; Mrs. H. H. King	16	409	1940
Mobile			
Bishop Toolen High School; Pr., 4; Sister Marian			
Alberta Hensgen	8	200	1941
Convent of Mercy High School; Pr., 4; Sister M.			
Bernadette McAtee	7	109	1936
Murphy High School; P., 4; K. J. Clark	114	3,150	1912
University Military School; Pr., 3; Wm. S. Pape	5	64	1900
Montevallo; P., 3; W. F. Tidwell	22	424	1923
Montgomery			
Sidney Lanier High School; P., 3; J. S. McCants	72	1,658	1913
Northport			
Tuscaloosa County High School; P., 3; W. W. Drake	30	875	1927
Opelika			
Clift High School; P., 3; R. B. Mardre	20	421	1917
Opp; P., 3; H. N. Lee	13	331	1941
Piedmont; P., 3; P. N. Love	12	346	1930
Pike Road; P., 3; T. K. Hearn	6	72	1921
Quinton			
West Jefferson; P., 5; J. G. Manuel	13	321	1940
Ramer			
Montgomery County High School; P., 3; P. H. Harris	12	254	1921
Roanoke			
Handley High School; P., 3; B. A. Buchanan	9	202	1939
Saint Bernard; Pr., 4; Rev. Lambert Gattman	18	99	1922

† On leave; J. R. Davis, Acting Principal.

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
ALABAMA—Continued			
Selma			
Albert G. Parrish High School; P., 3; T. M. Bonner	20	483	1913
Sheffield; P., 3; Ray Black	13	355	1920
Talladega; P., 3; W. P. McLure	19	494	1914
Tarrant			
Jefferson County High School; P., 3; Wm. J. Baird	21	508	1940
Thorsby			
Thorsby Institute; Pr., 4; Helen C. Jenkins	8	70	1923
Troy; P., 3; W. M. Hughes	18	494	1920
Tuscaloosa; P., 3; Clara L. Verner	36	695	1914
Tuscumbia			
Deshler High School; P., 4; R. E. Thompson	14	389	1926
Tuskegee; P., 3; L. C. Warr	10	255	1929
Union Springs; P., 3; C. E. McNair	9	176	1927
Uniontown; P., 3; J. S. Branyon	8	124	1925
Valley Head; P., 3; R. L. Thomason	10	202	1940
Total (Number schools 67)	1,498	35,640	
Average per school	22	532	

FLORIDA

Alva High School; P., 6; E. L. Beeson	6	84	1931
Apopka High School; P., 6; W. E. Rice	12	207	1929
Auburndale High School; P., 6; H. E. McGrath	13	311	1925
Avon Park High School; P., 6; S. N. Reeves	13	320	1923
Bartow High School; P., 4; V. E. Dozier	17	402	1940
Boynton High School; P., 6; Clyde Harris	7	94	1928
Bradenton High School; P., 3; C. B. Quillian	22	525	1929
Brandon High School; P., 6; E. F. McLane	15	424	1929
Bushnell			
Sumter County High School; P., 6; J. T. Campbell	10	195	1925
Clearwater High School; P., 3; E. W. McMullen	17	449	1914
Cocoa High School; P., 6; E. B. Henderson	15	298	1925
Coral Gables			
Ponce De Leon High School; P., 4; H. N. Rath	37	807	1926
St. Theresa's High School; Pr., 4; Sr. Mary Norberta	6	110	1933
Crescent City High School; P., 6; Miss Elsie Padgett	11	181	1936
Cross City			
Dixie County High School; P., 6; S. H. Moorer	16	386	1929
Dade City			
Pasco County High School; P., 4; F. H. Leslie	13	325	1934

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Dania			
South Broward High School; P., 6; E. A. Crudup	15	321	1924
Daytona Beach			
Daytona Beach Mainland; P., 3; W. D. Treloar	27	417	1914
Seabreeze High School; P., 6; R. J. Longstreet	22	429	1920
DeFuniak Springs			
Walton County High School; P., 4; A. E. Blewett	15	409	1927
DeLand High School; P., 3; M. J. Perret	15	320	1918
Delray High School; P., 6; Edward Cook	13	204	1922
Dunnellon High School; P., 6; W. P. Davidson	6	123	1922
Eau Gallie High School; P., 6; Gayle Kelley	5	70	1926
Eustis High School; P., 6; J. E. Markham	15	303	1923
Fernandina High School; P., 4; Paul T. Delevan	9	120	1940
Fort Lauderdale			
Fort Lauderdale High School; P., 6; Roy E. Hope	57	1,154	1918
St. Anthony High School; Pr., 4; Sr. Matthew Ann	6	72	1940
Fort Myers High School; P., 3; E. P. Greene	20	418	1914
Fort Pierce			
St. Lucie County High School; P., 6; Thos. R. Barr	27	613	1918
Gainesville			
Gainesville High School; P., 6; F. W. Buchholz	35	900	1914
P. K. Yonge Laboratory School; P., 6; G. Ballard			
Simmons	16	255	1934
Gonzalez			
Tate Agricultural High School; P., 6; O. A. Strange	16	440	1936
Graceville High School; P., 6; Jon L. Stapleton	12	248	1938
Groveland High School; P., 6; R. M. Vowell	8	129	1926
Haines City High School; P., 4; J. Milton Lewis	12	262	1940
Homestead			
Homestead High School; P., 6; B. M. Hindman	16	281	1921
Redland High School; P., 6; Carl Wagner	15	254	1926
Jacksonville			
Bartram School; Pr., 6; Miss Olga Pratt	8	64	1939
The Bolles School; Pr., 5; E. S. Ligon	16	182	1933
Immaculate Conception High; Pr., 4; Sr. M. Chrysostom	4	86	1934
Andrew Jackson High School; P., 3; M. A. Demorest	66	1,520	1927
Landon Junior-Senior High; P., 6; James L. McCord	62	1,571	1927
Robert E. Lee High School; P., 3; J. W. Gilbert	71	1,814	1927
St. Joseph's Academy; Pr., 4; Sr. M. Monica	5	72	1933
St. Paul's High School; Pr., 4; Sr. M. Fidelis	6	155	1931
Jacksonville Beach			
D. U. Fletcher High School; P., 6; Frank A. Doggett	24	520	1939
Key West			
Convent of Mary Immaculate; Pr., 4; Sr. Catherine Semmes	4	65	1933

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Key West High School; P., 6; Horace O'Bryant Kissimmee	27	749	1924
Osceola High School; P., 6; J. S. Hand Lake City	16	326	1914
Columbia High School; P., 4; W. B. Feagle	20	470	1923
Lake Wales High School; P., 4; F. S. McLaughlin	14	286	1924
Lake Worth High School; P., 6; L. M. Hamblin	27	617	1922
Lakeland High School; P., 6; T. J. Poppell	56	1,597	1940
Largo High School; P., 6; Samuel E. Hand	15	305	1915
Leesburg High School; P., 6; J. B. Culpepper Marianna	21	562	1915
Jackson County High School; P., 6; J. T. Kelley	21	500	1925
Melbourne High School; P., 6; J. F. Turner	12	254	1925
Melrose High School; P., 6; D. S. Westbury Miami	7	107	1939
Andrew Jackson High School; P., 6; W. W. Matthews	64	1,555	1941
Gesu High School; Pr., 4; Sr. M. Constance	7	173	1929
Miss Harris' Florida School; Pr., 4; Miss Julia F. Harris	8	43	1934
Miami Edison Senior High; P., 4; J. G. Fisher	80	2,073	1921
Miami Military Academy; Pr., 6; Col. J. R. Williams	4	25	1927
Miami Senior High School; P., 3; W. R. Thomas Miami Beach	91	2,201	1914
Miami Beach High School; P., 3; S. H. Ellison	39	664	1927
St. Patrick's High School; Pr., 4; Sr. Anne Terrence Milton	6	93	1933
Santa Rosa High School; P., 4; D. R. Allen	11	270	1924
Montverde School; Pr., 6; H. P. Carpenter	11	132	1927
Moore Haven High School; P., 6; Oscar Smith	8	141	1936
Mount Dora High School; P., 6; D. D. Roseborough	8	146	1925
Mulberry High School; P., 3; W. H. Purcell New Port Richey	7	160	1925
Gulf High School; P., 6; J. M. Lanier	9	153	1929
New Smyrna Beach High School; P., 6; H. A. Schubiger	19	391	1917
Ocala High School; P., 4; T. D. Bailey	19	489	1914
Ocoee High School; P., 6; R. G. Pitman	13	229	1925
Okeechobee High School; P., 6; M. G. Donaldson Orlando	13	230	1923
Orlando Senior High School; P., 3; W. R. Boone	48	1,275	1920
St. James High School; Pr., 4; Sister Mary Alberta	5	76	1938
Pahokee High School; P., 6; D. D. Caudill Palatka	16	284	1938
Putnam County High School; P., 6; G. C. Roberts	21	609	1936
Palmetto High School; P., 6; W. M. Sult	15	352	1918

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
FLORIDA— <i>Continued</i>			
Panama City			
Bay County High School; P., 4; W. S. Weaver	30	903	1923
Pensacola			
Catholic H. S. of Pensacola (formerly St. Michael's)			
Pr., 4; Sister M. Consuella	8	174	1928
Pensacola High School; P., 3; J. H. Workman	45	1,277	1918
Perry			
Taylor County High School; P., 6; J. M. Davies*	19	490	1936
Plant City High School; P., 3; V. D. Beckner	16	424	1914
Pompano High School; P., 6; E. G. Owens	12	209	1927
Punta Gorda			
Charlotte County High School; P., 6; P. E. Walker	11	218	1931
Quincy			
Gadsden County High School; P., 6; J. A. Shanks	19	454	1914
Reddick High School; P., 6; S. T. Lastinger	9	188	1938
River Junction			
Chattahoochee High School; P., 6; J. E. Williams	12	216	1934
St. Augustine			
Ketterlinus High School; P., 4; J. A. Crookshank	18	427	1938
St. Joseph's Academy; Pr., 4; Mother Theresa Joseph	7	122	1924
St. Cloud High School; P., 6; A. F. Swapp	14	265	1924
St. Leo			
St. Leo Academy; Pr., 6; Father Ernest Schultz	13	69	1921
St. Petersburg			
Florida Military Academy; Pr., 4; Lee G. Jones	12	115	1914
St. Paul's School; Pr., 4; Rev. J. F. Enright	6	86	1933
St. Petersburg High School; P., 3; A. J. Geiger	67	1,672	1914
Sanford			
Seminole High School; P., 4; G. E. McKay	23	517	1924
Sarasota High School; P., 3; Carl C. Strode	20	443	1918
Sebring High School; P., 6; M. M. Ferguson	13	332	1923
Stuart High School; P., 6; L. C. Clements	12	300	1939
Tallahassee			
Florida High School; P., 6; R. L. Goulding	15	167	1930
Leon County High School; P., 6; Otis L. Peacock	47	1,298	1914
Tampa			
Academy of Holy Names; Pr., 4; Sister M. Michaelina	8	78	1927
Hillsborough High School; P., 3; Vivian Gaither	82	2,170	1914
Jesuit High School (formerly Tampa College H. S.);			
Pr., 4; L. J. Twomey	9	153	1924
H. B. Plant High School; P., 3; C. Phil Peters	37	1,020	1927
Sacred Heart Academy; Pr., 4; Sister Barbara Mary	5	101	1938
Tarpon Springs High School; P., 6; J. F. Arnold	15	391	1940

* Acting Principal; Principal H. Dale Smith on leave.

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>FLORIDA—Continued</i>			
Tavares High School; P., 6; P. F. Colbert	8	177	1928
Titusville High School; P., 6; Paul E. Peters	12	225	1925
Umatilla High School; P., 4; W. D. Cole*	9	98	1925
Vero Beach High School; P., 6; E. S. Walden	22	500	1924
West Palm Beach			
Palm Beach High School; P., 6; H. L. Watkins	63	1,332	1914
St. Ann's High School; Pr., 4; Sister Leo Clare	7	142	1930
Wildwood High School; P., 6; Carl P. Schiller	13	247	1928
Winter Garden			
Oakland-Winter Garden High; P., 6; Mrs. J. S. Kirton	14	326	1930
Winter Haven High School; P., 6; A. L. Vergason	32	920	1934
Winter Park High School; P., 6; Rodman Lehman	19	453	1923
Zephyrhills High School; P., 6; B. Cornelius	8	154	1940
Total (Number of Schools 122)	2,447	55,299	
Average per school	20	453	

GEORGIA

Adel			
Sparks-Adel High School; P., 4; Frank M. Hughes	13	341	1933
Albany High School; P., 3; J. O. Allen	22	589	1915
Americus High School; P., 3; S. C. Haddock	12	291	1917
Arlington High School; P., 4; M. W. Branch	4	77	1929
Ashburn High School; P., 4; F. E. Wynn	9	175	1918
Athens			
High School; P., 3; E. B. Mell	20	550	1913
University of Ga. High School; P., 5; J. D. Salter	10	196	1931
Atlanta			
Boys' High School; P., 3; H. O. Smith	36	1,022	1913
Fulton High School; P., 4; Douglas MacRae	29	701	1918
Girls' High School; P., 3; Miss Lamar Jeter	51	1,492	1914
Marist College; Pr., 3; Rev. P. H. Dagneau	9	196	1927
North Ave. Presbyterian H. S.; Pr., 4; Miss Thyrsa S. Askew	9	125	1921
North Fulton High School; P., 4; Warren T. Jackson	45	1,276	1932
Tech High School; P., 3; W. O. Cheney	56	1,558	1917
Washington Seminary; Pr., 4; Miss Emma B. Scott	24	207	1927
West Fulton High School; P., 4; E. P. McIlwain	28	810	1939
Augusta			
Academy of Richmond County; P., 4; Eric W. Hardy	33	997	1911
Tubman High School; P., 4; T. H. Garrett	42	1,143	1911

* Acting Principal; Principal Ellis Moore on leave.

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Bainbridge High School; P., 4; E. G. Elcan Barnesville	10	264	1917
Gordon Military Academy; Pr., 4; J. E. Guillebeau	13	290	1913
Blackshear High School; P., 4; T. L. Anthony	12	318	1913
Blakely High School; P., 4; T. B. Clyburn, Jr.	10	178	1937
Blue Ridge High School; P., 4; J. R. Burgess, Jr.	7	111	1934
Blythe High School; P., 4; Roy K. Hood Brunswick	6	82	1924
Glynn Academy; P., 4; Sidney Boswell	24	624	1914
Buford High School; P., 4; L. S. Adams	7	158	1929
Calhoun High School; P., 4; J. H. House	8	161	1923
Camilla High School; P., 4; W. T. Burt	8	160	1935
Canton High School; P., 4; N. R. Haworth	15	351	1924
Carrollton High School; P., 4; M. C. Wiley	10	224	1926
Cartersville High School; P., 4; W. H. Brandon	9	242	1915
Cedartown High School; P., 4; J. E. Purks	17	440	1913
Chamblee High School; P., 4; M. E. Smith Chickamauga	12	250	1934
Gordon Lee High School; P., 4; W. M. Patterson	8	168	1932
Claxton High School; P., 4; W. C. Pafford	12	248	1927
Cochran High School; P., 4; T. M. Purcell College Park	8	177	1924
Alonzo Richardson High School; P., 4; Charles R. Brown	13	356	1940
Georgia Military Academy; Pr., 3; Major William R. Brewster	24	428	1911
Colquitt			
Miller County High School; P., 4; Pat M. Dyar	12	357	1933
Columbus High School; P., 4; T. C. Kendrick	34	985	1913
Commerce High School; P., 4; B. B. Sanders	8	190	1918
Conyers High School; P., 4; C. E. Steele	8	197	1931
Cordele High School; P., 4; D. H. Standard	12	297	1918
Covington High School; P., 4; C. E. Hawkins	8	202	1917
Cuthbert High School; P., 4; J. D. Shepard	10	213	1924
Dalton High School; P., 4; Walter W. Stancil	19	569	1917
Dawson High School; P., 4; Frank Taylor Decatur	7	100	1921
Boys' High School; P., 4; T. G. Loudermilk	17	457	1921
Girls' High School; P., 4; Miss Daisy Frances Smith	17	454	1921
Douglas High School; P., 4; L. H. Battle	11	301	1930
Dublin High School; P., 3; S. H. Sherman Eastanollee	10	255	1913
Stephens County High School; P., 4; T. F. Watson	15	344	1931
Eastman High School; P., 4; C. H. Sullivan	8	144	1940

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCAT ON, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
GEORGIA—Continued			
East Point			
Wm. Russell High School; P., 4; Paul D. West	41	1,104	1927
Elberton High School; P., 4; O. H. Joiner	12	286	1913
Emory University			
Druid Hills High School; P., 4; Robert L. Gaines	14	317	1933
Fitzgerald High School; P., 4; Fred Ayers	16	372	1914
Fort Gaines High School; P., 4; J. Tell Taylor	7	118	1934
Fort Valley High School; P., 4; J. F. Lambert	11	375	1931
Gainesville			
Brenau Academy; Pr., 4; Miss Cecilia B. Branham	5	53	1941
High School; P., 4; C. J. Cheves	16	416	1921
Riverside Military Academy; Pr., 4; Gen. Sandy Beaver	37	553	1921
Greensboro High School; P., 4; C. C. Wills	10	189	1914
Giffin			
High School; P., 4; Sam N. Gardner	18	463	1914
Spalding High School; P., 4; B. C. Olliff	19	549	1941
Hapeville High School; P., 4; Roy Drukenmiller	15	362	1940
Hartwell High School; P., 4; Roy C. David	16	333	1922
Hawkinsville High School; P., 4; H. S. Shearouse	7	174	1921
Hephzibah High School; P., 4; W. G. Robertson	6	81	1927
Hogansville High School; P., 4; C. O. Lam	9	198	1933
Jackson High School; P., 4; D. V. Spencer	6	136	1926
Jesup			
Wayne County High School; P., 4; W. G. Nunn	14	249	1929
LaGrange High School; P., 4; F. M. Chalker	24	678	1916
Lawrenceville High School; P., 4; F. G. Nelms	9	184	1930
Louisville High School; P., 4; M. R. Plaxco	7	110	1927
Macon			
A. L. Miller High School; P., 3; H. S. Lasseter	27	752	1916
Lanier High School; P., 4; A. J. Swann	41	1,132	1924
Madison High School; P., 4; M. L. Van Winkle, Jr.	8	137	1914
Marietta High School; P., 4; C. A. Keith	15	391	1923
Metter High School; P., 4; A. O. Lunsford	12	278	1921
Milledgeville			
Georgia Military College; Pr., 4; J. H. Jenkins	16	300	1928
Peabody High of G.S.C.W.; P., 4; Miss Mildred English	13	203	1936
Millen High School; P., 4; J. F. Sosby	11	211	1931
Monroe High School; P., 3; H. B. Causey	14	284	1924
Montezuma High School; P., 4; B. Rumble	7	101	1927
Moultrie High School; P., 4; J. L. Yaden	31	867	1916
Mount Berry			
The Berry School; Pr., 4; G. Leland Green	25	359	1922
Mount Vernon			
Brewton-Parker Institute; Pr., 4; Stirling McCall	10	99	1920

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>GEORGIA—Continued</i>			
Newnan High School; P., 4; W. H. Drake	15	350	1913
Norman Park Institute; Pr., 4; Paul F. Carroll	10	215	1920
Oglethorpe High School; P., 4; O. H. Hixon	5	108	1934
Oxford			
Emory University Academy; Pr., 4; George S. Roach	6	32	1920
Pelham High School; P., 4; W. B. Gaines	8	199	1929
Perry High School; P., 4; E. P. Staples	10	176	1927
Quitman High School; P., 4; Allen C. Smith	11	180	1914
Rabun Gap High School; Pr., 4; Berry Floyd, Jr.	10	101	1939
Rome			
Darlington Academy; Pr., 4; C. R. Wilcox	17	192	1913
Boys' High; P., 4; B. F. Quigg	16	399	1913
Girls' High; P., 4; H. C. Brewer	18	478	1940
Model High School; P., 4; R. H. Minor	7	153	1941
Savannah			
Benedictine High School; Pr., 4; Rev. Gregory			
Eichenlaub	10	183	1914
Pape School; Pr., 3; Miss Nina A. Pape	8	58	1932
Senior High School; P., 3; John A. Varnedo	46	1,323	1918
Shellman High School; P., 4; S. A. Newton	6	78	1930
Springfield			
Effingham Academy; P., 4; E. R. Hallford	6	95	1941
Statesboro			
High School; P., 4; John H. Morrison	12	256	1929
Georgia Teachers College H. S.; P., 4; Walter Downs	8	135	1940
Summerville High School; P., 4; N. V. Dyer	8	198	1939
Swainsboro High School; P., 4; W. R. Morris	13	305	1928
Sylvania High School; P., 4; Howard S. Peek	10	199	1934
Tallapoosa High School; P., 4; A. L. Brewer	7	150	1936
Tallulah Falls Ind. High School; Pr., 4; C. L. Harrell	8	133	1932
Tate High School; P., 4; R. W. Ransom	5	99	1929
Tennille High School; P., 4; O. E. Harvley	9	158	1930
Thomaston			
R. E. Lee High School; P., 4; S. F. Burke	28	767	1924
Thomasville High School; P., 3; H. R. Mahler	15	311	1914
Thomson High School; P., 4; W. F. Blackmon	13	366	1930
Tifton High School; P., 3; G. O. Bailey, Jr.	15	370	1919
Toccoa High School; P., 4; J. B. Cheatham	11	278	1919
Valdosta High School; P., 4; A. G. Cleveland	25	647	1913
Vidalia High School; P., 4; C. E. Lancaster	14	279	1933
Washington High School; P., 4; H. M. Tarpley	9	175	1924
Waycross High School; P., 3; Ralph Newton	20	496	1924
Waynesboro High School; P., 4; J. B. Scoggins	11	172	1919
West Point High School; P., 4; W. T. Harrison	9	181	1921

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
GEORGIA— <i>Continued</i>			
Winder High School; P., 4; H. K. Adams Woodbury	11	277	1917
Meriwether County High School; P., 4; T. A. Carmichael	6	81	1927
Wrens High School; P., 4; O. G. Lancaster	9	153	1931
Young Harris High School; Pr., 3; T. J. Lance	10	75	1928
Total (Number of schools 129)	1,925	45,036	
Average per school	15	349	

KENTUCKY

Alva			
Black Star High School; P., 6; O. G. Roaden	10	244	1935
Anchorage			
Anchorage High School; P., 6; M. T. Gregory	16	354	1923
Ormsby Village High School; P., 6; Miss Anna B. Moss	15	207	1932
Ashland; P., 3; J. A. Anderson, Jr.	42	1,038	1914
Barbourville; P., 6; W. M. Wilson	14	242	1931
Beattyville			
Lee County High School; P., 4; W. K. Davidson	14	327	1931
Bellevue; P., 4; G. H. Wright	15	290	1914
Benham; P., 6; John A. Dotson	12	311	1931
Benton; P., 4; J. Matt Sparkman	10	253	1929
Berea			
Berea College Secondary School; Pr., 6; C. N. Shutt	53	788	1924
Blackey			
Stuart Robinson School; Pr., 4; Rev. W. L. Cooper	9	187	1930
Bowling Green			
Bowling Green Senior High School; P., 3; H. B. Gray	15	320	1923
Western Kentucky Teachers College Training School; P., 6; C. H. Jagers	16	235	1929
Buechel			
Fern Creek High School; P., 4; Jack Dawson	13	257	1934
Campbellsville; P., 4; John A. Jones	7	186	1938
Carlisle; P., 4; Miss Nancy E. Talbert	8	187	1924
Carrollton; P., 6; Dave Lawrence	15	373	1918
Catlettsburg; P., 4; Carl Hicks	10	254	1921
Central City; P., 6; George T. Taylor	17	414	1926
Clay; P., 4; J. Edgar Pride	5	107	1932
Columbia; P., 6; Miss Mary Lucy Lowe	9	203	1935
Coral Ridge			
Fairdale High School; P., 4; Charles W. Blake	6	201	1934
Corbin; P., 3; W. E. Burton	15	406	1925

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
KENTUCKY— <i>Continued</i>			
Covington			
Beechwood High School; P., 6; Mrs. Glorene Hall	8	155	1938
Covington Catholic High School; Pr., 4; Joseph E. Bosshart	5	122	1929
Dixie Heights High School; P., 6; G. K. Gregory	23	635	1938
Holmes High School; P., 4; H. H. Mills	57	1,426	1913
La Salette Academy; Pr., 4; Sister Robert Mary Roberts	10	236	1930
Notre Dame Academy; Pr., Sister Mary Agnetis	17	327	1924
Villa Madonna Academy; Pr., 4; Sister Aileen	8	69	1925
Cynthiana; P., 4; W. H. Cason	8	148	1922
Danville; P., 6; Paul B. Boyd	27	546	1921
Dayton; P., 6; William A. Cook	20	489	1921
Earlington; P., 6; John E. Morris	7	164	1929
Elizabethtown; P., 4; Mrs. Virginia Willett	8	206	1918
Erlanger			
Lloyd High School; P., 6; O. K. Price	14	373	1931
Falmouth; P., 6; L. H. Lutes	7	174	1928
Fort Thomas			
Highlands High School; P., 6; Russell E. Bridges	31	592	1917
Frankfort; P., 4; D. B. Palmeter	15	377	1913
Franklin; P., 6; J. T. Carman	10	198	1925
Fulton; P., 4; W. L. Holland	10	181	1922
Georgetown			
Garth High School; P., 6; K. G. Gillaspie	12	251	1914
Glasgow; P., 4; Paul Vaughn	13	269	1925
Greenville; P., 4; V. M. Moseley	11	220	1925
Harlan; P., 6; R. N. Finchum	24	684	1926
Harrodsburg; P., 4; J. K. Powell	12	241	1934
Hazard; P., 4; Foley Snyder	15	383	1925
Henderson			
Barret Manual Training High School; P., 4; Archie Riehl	22	388	1928
Hickman; P., 4; John R. Cooper	7	161	1921
Hindman			
Knott County High School; P., 4; J. F. Smith	11	259	1927
Hopkinsville; P., 5; Charles J. Petrie	26	573	1913
Horse Cave; P., 6; W. B. Owen	9	179	1923
Independence			
Simon Kenton High School; P., 6; R. C. Hinsdale	22	547	1939
Irvine; P., 4; W. D. Merrifield	12	302	1935
Jeffersonton; P., 4; S. G. Boyd	12	270	1934
Jenkins; P., 6; Shelby M. Martin	17	535	1932
Lancaster; P., 6; Miss Ann Conrad	10	197	1924
Latonia			
Holy Cross High School; Pr., 4; Sister M. Hilda	9	199	1932

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Lebanon; P., 4; Mrs. Horace A. Johnston	11	204	1925
Leitchfield; P., 6; Allen Puterbaugh	7	161	1932
Lexington			
Henry Clay High School; P., 3; Charles E. Skinner	39	888	1921
Lafayette High School; P., 6; A. B. Crawford	48	1,010	1926
Saint Catherine Academy; Pr., 4; Sister Helen Constance Walker	8	159	1926
Sayre School; Pr., 4; Rev. J. C. Hanley	6	36	1939
University High School; P., 6; J. D. Williams	17	182	1921
Louisa; P., 3; J. H. Boyd	14	232	1926
Louisville			
Atherton High School; P., 3; Miss Emma J. Woerner	37	971	1924
duPont Manual Training High School; P., 3; Frank J. Davis	54	1,307	1921
Holy Rosary Academy; Pr., 4; Sister Althaire	4	100	1928
Kentucky Home School for Girls; Pr., 5; Miss Annie S. Anderson	8	50	1916
Loretto High School; Pr., 4; Sister Francis Jane O'Toole	5	106	1926
Louisville Collegiate School; Pr., 5; Miss Dorothy Graff	7	86	1929
Louisville Girls High School; P., 3; W. F. Coslow	45	1,160	1913
Louisville Male High School; P., 3; W. S. Milburn	56	1,483	1913
Okolona High School; P., 4; T. T. Knight	13	385	1934
Presentation Academy; Pr., 4; Sister Mary Aquinas Kelleher	17	366	1925
Sacred Heart Academy; Pr., 4; Sister M. Dolorosa	17	229	1926
Shawnee High School; P., 3; Robert B. Clem	36	872	1931
Ursuline Academy; Pr., 4; Sister Mary Agnes	20	473	1927
Ludlow; P., 6; J. F. Tanner	18	414	1926
Lynch; P., 6; H. L. Cash	19	485	1936
Lyndon			
Kentucky Military Institute; Pr., 4; Col. C. B. Rich- mond	19	247	1925
Madisonville; P., 4; Clarence Evans	17	352	1919
Maple Mount			
Mount Saint Joseph Academy; Pr., 4; Sister Eugenia Scherer	11	121	1926
Mayfield; P., 6; C. R. Uphoff	28	613	1916
Maysville; P., 5; Roy Knight	18	331	1921
Middlesboro; P., 4; P. L. Hamlett	20	463	1922
Midway			
Kentucky Female Orphan School; Pr., 5; Mrs. Ulva Bridges Wilder	13	226	1929

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
<i>KENTUCKY—Continued</i>			
Millersburg			
Millersburg Military Institute; Pr., 4; Col. W. R. Nelson	8	87	1925
Monticello; P., 4; R. F. Peters	6	148	1929
Morehead			
Morehead State Teachers College High School; P., 6; Chiles VanAntwerp	10	162	1929
Morganfield; P., 4; William F. Russell	11	307	1920
Mount Sterling; P., 4; K. H. Harding	13	270	1928
Munfordville; P., 6; H. R. Riley	7	170	1928
Murray			
Murray High School; P., 6; Ed Filbeck	15	310	1924
Murray Training High School; P., 6; C. M. Graham	10	183	1934
Nazareth			
Nazareth Academy; Pr., 4; Sister Margaret Gertrude	17	63	1920
Newport; P., 4; J. L. Cobb	37	892	1913
Nicholasville; P., 6; Mrs. Lucile B. Hare	12	302	1926
Owensboro			
Owensboro High School; P., 3; J. W. Snyder	22	439	1913
Saint Frances Academy; Pr., 4; Sister Anna Louise Mattingly	8	203	1929
Owenton; P., 4; H. A. Adams	6	151	1934
Paducah			
Saint Mary's Academy; Pr., 4; Sister Agatha Tilghman High School; P., 3; Walter C. Jetton	7	125	1933
Tilghman High School; P., 3; Walter C. Jetton	30	671	1913
Paintsville; P., 5; R. G. Huey	12	295	1927
Paris; P., 6; F. A. Scott	19	412	1915
Pikeville			
Pikeville College Academy; Pr., 4; Everett Snider	11	52	1925
Pikeville High School; P., 4; T. W. Oliver	17	476	1925
Pineville; P., 6; J. C. Eddleman	14	313	1925
Prestonsburg; P., 4; Claybourne Stephens	12	341	1931
Princeton			
Butler High School; P., 6; C. A. Horn	16	435	1923
Raceland; P., 4; E. B. Whalin	10	183	1934
Richmond			
Madison High School; P., 6; Jesse Moberly	15	297	1925
Model High School; P., 6; J. Dorland Coates	8	149	1925
Russell; P., 3; Harry M. Sparks	11	205	1925
Russellville; P., 6; W. H. Haynes	12	252	1926
Saint Catherine			
Saint Catherine Academy; Pr., 4; Sister Amadeus	13	61	1925
Saint Vincent			
Saint Vincent Academy; Pr., 4; Sister Mary Leander	5	77	1924
Shelbyville; P., 6; C. Bruce Daniel	16	336	1924

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
KENTUCKY—Continued			
Somerset; P., 4; W. B. Jones	21	451	1921
Springfield; P., 4; Bennett R. Lewis	7	130	1933
Stanford; P., 6; J. T. Embry	8	176	1925
Sturgis; P., 4; William T. McGraw	13	334	1913
Valley Station			
Valley High School; P., 4; Mrs. Julia R. Fahey*	18	536	1936
Versailles			
Margaret Hall School; Pr., 6; The Rev. Mother Rachel	11	43	1936
Versailles High School; P., 4; George Yates	14	343	1926
Williamsburg; P., 4; Ernest Murphy	8	185	1927
Winchester			
Clark County High School; P., 4; Z. A. Horton	11	278	1931
Winchester High School; P., 6; Frank J. Ogden	20	417	1924
Total (Number schools 129)	2,048	44,432	
Average per school	16	344	

LOUISIANA

Abbeville; P., 4; R. E. May	13	397	1940
Alexandria			
Bolton; P., 4; S. M. Brame	48	1,276	1915
Poland; (Rt. 2); P., 4; L. M. Nabours	5	76	1929
Amite; P., 4; Lyman L. Jones	13	296	1920
Arcadia; P., 4; E. R. Hester	8	129	1924
Athens; P., 4; H. W. Whatley	7	102	1931
Baskin; P., 4; F. E. Lyles	8	140	1926
Bastrop; P., 4; S. G. Lucky	20	542	1923
Baton Rouge			
Central; (Rt. 4); P., J. A. Smith	10	241	1940
High School; P., 3; Miss Reine Alexander	46	1,256	1917
Istrouma; P., 4; H. P. Overton	26	611	1926
St. Joseph's Academy; Pr., 4; Sister Frances	9	199	1931
University Laboratory; P., 4; George H. Deer	16	169	1915
Zachary; P., 4; J. I. Daniel, Jr.	6	140	1940
Belcher; P., 4; J. T. Ratliff	5	86	1929
Bienville; P., 4; W. J. Wilson	6	99	1932
Bogalusa; P., 4; Ward Johnson	33	861	1917
Boyce; P., 4; C. R. Sanders	8	158	1920
Breaux Bridge; P., 4; A. J. Cormier	8	164	1931
Bunkie; P., 4; C. G. Snoddy	11	214	1926

* Acting Principal; Principal Bruce D. Brown on leave.

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA—Continued			
Campiti; P., 4; C. G. Cloutier	5	74	1932
Castor; P., 4; E. R. Minchew	10	170	1932
Cheneyville; P., 4; C. H. Downs	4	64	1927
Church Point; P., 4; T. L. Lougarre	12	270	1936
Columbia; P., 4; H. S. Bankston	10	248	1934
Cotton Valley; P., 4; C. L. Coussons	8	150	1929
Coushatta; P., 4; L. C. Curry	8	213	1930
Covington			
E. E. Lyon; P., 4; James Plummer	21	529	1925
Crowley; P., 4; Guy P. Lucas	20	516	1921
Delhi; P., 4; Miss Virginia Brown	10	174	1941
De Quincy; P., 4; C. W. Hanchey	13	295	1920
Donaldsonville; P., 4; B. C. Alwes	12	265	1922
Doyline; P., 4; P. C. Robert	5	89	1941
Dutchtown; P., 4; H. J. Braud	9	175	1941
Edgard; P., 4; Charles Broussard	9	131	1922
Elizabeth; P., 4; K. C. Smith	5	86	1926
Ferriday; P., 4; Hugh A. Bateman	8	167	1929
Forest Hill; P., 4; W. S. Campbell	5	128	1930
Franklin; P., 4; E. A. Crowell	17	314	1921
Gibsland; P., 4; V. W. Barber	9	148	1932
Gilbert; P., 4; B. R. Gunn	6	125	1924
Glenmora; P., 4; George R. Mays	9	227	1922
Greenwood; P., 4; L. B. Rusheon	8	162	1930
Gretna; P., 4; Miss Helen Cox	25	552	1922
Gueydan; P., 4; T. L. Bush	12	271	1927
Hammond; P., 4; Ralph Shaw	18	382	1920
Haynesville; P., 4; L. W. Ferguson	19	355	1925
Homer; P., 4; H. G. Robinson	14	295	1921
Hosston; P., 4; J. W. Freeman	6	63	1931
Houma			
Terrebonne; P., 4; Charles A. LeBlanc	34	1,004	1914
Ida; P., 4; G. M. Middleton	8	139	1929
Independence; P., 4; T. B. Pugh, Jr.	16	348	1921
Jeanerette; P., 4; W. L. Colvin	8	140	1926
Jennings; P., 4; P. E. Wilson	16	341	1918
Jonesville			
Block; P., 4; F. H. Shiel	10	181	1940
Kenner; P., 4; S. J. Barbre	10	162	1928
Kentwood; P., 4; Paul A. Kennon	11	210	1923
Kinder; P., 4; R. G. Hanchey	8	136	1926
Lafayette; P., 4; Robert E. Chaplin	33	738	1926
Lake Charles			
High School; P., 4; G. W. Ford	23	626	1921
LaGrange; P., 4; J. J. Verret	12	297	1940

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA— <i>Continued</i>			
Lake Providence; P., 4; H. H. Moorman	11	208	1921
LeCompte; P., 4; R. E. Galloway	8	183	1922
Leesville; P., 4; A. H. Nanney	14	313	1925
Lisbon; P., 4; M. J. Haynes	6	113	1925
Logansport; P., 4; Jack R. Gamble	9	191	1930
Longstreet; P., 4; R. A. Wagley	5	65	1931
Lutcher; P., 4; J. F. Gugleilmo, Jr.	13	319	1932
Mangham; P., 4; T. A. Judd	12	263	1928
Mansfield; P., 4; I. C. Strickland	13	262	1925
Many; P., 4; J. T. Leopold	11	236	1929
Marion; P., 4; J. W. Melton	9	146	1939
Marksville; P., 4; Ben F. LaBorde	12	240	1925
Mer Rouge; P., 4; W. C. Jordan	5	92	1928
Minden			
Harris (Rt. 2); P., 4; C. M. Ingalls	6	78	1926
High School; P., 4; J. L. Cathcart	17	387	1921
Monroe			
Neville; P., 4; Paul J. Neal	18	441	1918
Ouachita Parish; P., 4; Jack Hayes	69	1,856	1914
Mooringsport; P., 4; Lloyd E. Walker	7	142	1930
Napoleonville; P., 4; William P. Blanchard	7	153	1922
Natchitoches; P., 4; A. B. Simpson	20	406	1926
New Iberia; P., 4; C. M. Bahun	23	640	1920
New Orleans			
Alcee Fortier; P., 4; John R. Conniff	69	1,763	1931
Academy of the Sacred Heart; Pr., 4; Mother Marie			
Adele Bush	11	90	1927
Eleanor McMain; P., 4; Miss Alice A. Leckert	55	1,347	1932
Holy Cross; Pr., 4; Walter A. Grindel	24	547	1925
Isidore Newman; Pr., 6; Dr. C. C. Henson	24	360	1913
Jefferson (Rt. 2); P., 4; J. V. Fairchild	13	209	1930
Jesuit; Pr., 4; Rev. J. C. Mulhern	33	752	1926
John McDonogh; P., 4; Miss Josephine Thomas	61	1,550	1922
Louise S. McGehee; Pr., 4; Mrs. Nina Preot Davis	13	95	1921
Martin Behrman; P., 4; Donald Marshall	35	665	1934
Metairie Ridge; P., 4; Clarence Snelling	20	493	1929
Metairie Park Country Day; Pr., 6; Ralph E. Boothby	14	119	1935
St. Joseph's Academy; Pr., 4; Sister Mary Anthelma	16	294	1932
Sophie B. Wright; P., 4; Miss Eleanor E. Riggs	49	1,087	1922
St. Mary's Dominican; Pr., 4; Sister Mary Clara Lorio	13	275	1927
Ursuline; Pr., 4; Mother Columba Fitzwilliam	9	137	1928
Warren Easton; P., 4; F. Gordon Eberle	58	1,419	1917
Oakdale; P., 4; A. W. Durham	15	341	1925
Oil City; P., 4; W. F. Bozeman	9	174	1926
Patterson; P., 4; P. S. Bauer	6	71	1922

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
LOUISIANA— <i>Continued</i>			
Pelican; P., 4; J. J. Webb	8	111	1925
Plaquemine; P., 4; S. L. Crownover	16	372	1922
Ponchatoula; P., 4; W. E. Butler	22	508	1922
Rayne; P., 4; William Sonnier	14	294	1920
Rayville; P., 4; R. S. Hargis	21	515	1924
Reserve			
Leon Godchaux; P., 4; Howard Turner	16	436	1931
Ringgold; P., 4; L. V. Noles	10	159	1932
Romeville; P., 4; John D. Lambremont	5	80	1933
Rosedale			
Shady Grove; P., 4; W. L. Rather	7	129	1922
Ruston; P., 4; H. E. Townsend	23	610	1928
St. Francisville			
Julius Freyhan; P., 4; Robert E. Watson, Supt.	8	112	1931
St. Gabriel; P., 4; J. L. Harbourn	5	92	1934
St. James; P., 4; A. L. Porter	10	213	1932
Saline; P., 4; G. E. Rogers	6	90	1932
Shreveport			
C. E. Byrd; P., 4; Grover C. Koffman	81	2,252	1914
Fair Park; P., 4; E. L. Alberson	60	1,797	1930
St. John's High School; Pr., 4; Rev. Laurence M. O'Neill	12	114	1925
St. Vincent's High School; Pr., 4; Sister Cornelia	13	131	1929
Sicily Island; P., 4; C. B. Coney	8	130	1931
Slidell; P., 4; L. V. McGinty	13	281	1923
Springhill; P., 4; R. A. Machen	14	309	1922
Sulphur; P., 4; B. S. Walker	13	366	1924
Summerfield; P., 4; F. C. Haley	6	99	1925
Tallulah; P., 4; R. L. Moncrief	14	372	1924
Tioga; P., 4; E. H. Aiken	9	248	1930
Ville Platte; P., 4; J. D. LaFleur	18	358	1938
Vinton; P., 4; H. C. Semple	10	221	1922
Vivian; P., 4; C. L. Mackey	19	386	1922
Welsh; P., 4; George Cousin, Jr.	9	178	1920
Westwego; P., 4; Miss Stella E. Worley	19	332	1927
White Castle; P., 4; S. E. Owen	9	199	1922
Winnsboro; P., 4; William B. Glover	13	316	1926
Wisner; P., 4; W. R. Middleton	7	135	1922
Total (Number schools 135)	2,174	48,583	
Average per school	16	360	

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
MISSISSIPPI			
Aberdeen; P., 4; C. E. Saunders	9	222	1922
Amory; P., 6; T. N. Touchstone	16	333	1922
Bay St. Louis			
High School; P., 4; S. J. Ingram	11	239	1938
St. Joseph; Pr., 4; Sr. St. John Baptist	5	48	1934
St. Stanislaus; Pr., 4; Brother Peter	12	187	1934
Belzoni; P., 4; Sale Lilly	11	209	1923
Biloxi; P., 4; George W. Ditto	23	665	1922
Brookhaven; P., 4; C. H. Lipsey	15	349	1923
Brooklyn			
Forest Co. A. H. S.; P., 4; J. C. Windham	13	267	1939
Canton; P., 4; J. M. Smyth	13	286	1918
Charleston; P., 4; N. C. Hathorn	11	227	1920
Chatawa			
St. Mary of the Pines; Pr., 4; Sr. M. Charissia	11	108	1933
Clarksdale; P., 4; H. B. Heidelberg	19	400	1914
Cleveland; P., 4; W. J. Parks	18	263	1922
Clinton; P., 4; J. M. Lassetter	10	170	1928
Columbia; P., 4; J. O. Snowden	14	343	1929
Columbus			
Stephen D. Lee; P., 4; C. N. Brandon	22	577	1919
Corinth; P., 3; Hal Anderson	15	272	1919
Crystal Springs; P., 4; E. F. Puckett	15	349	1929
Drew; P., 4; F. C. Barnes	12	240	1928
Durant; P., 4; C. H. Carruth, Jr.	7	83	1924
Ellisville			
Jones Co. A. H. S.; P., 4; J. B. Young	29	689	1928
Flora; P., 6; V. L. Bigham	7	109	1924
Goodman			
Holmes Co. A. H. S.; P., 3; R. M. Branch	11	60	1931
Greenville; P., 3; F. W. Murphy	19	373	1902
Greenwood; P., 3; E. S. Bowlus	21	406	1902
Grenada; P., 4; John Rundle	14	279	1924
Gulfport			
Gulf Coast Military Academy; Pr., 6; Maj. J. E. Belka	16	366	1918
Gulf Park College; Pr., 3; R. G. Cox	5	59	1922
High School; P., 4; B. Frank Brown	25	649	1913
Hattiesburg			
Demonstration (S. T. C.); P., 6; H. D. Pickens	6	177	1929
High School; P., 6; S. H. Blair	45	1,095	1920
Hernando; P., 6; J. F. Russum	9	164	1931
Hollandale; P., 6; C. L. Crawley	9	149	1933
Holly Springs; P., 6; H. L. Gillespie	10	244	1927
Horn Lake; P., 6; W. F. Turman	7	123	1934
Houston; P., 4; S. F. Smith	9	204	1940

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
MISSISSIPPI— <i>Continued</i>			
Indianola; P., 4; W. W. Lockard	9	150	1924
Itta Bena B. G. Humphrey; P., 6; C. H. Murphey	8	144	1932
Jackson Central; P., 3; K. P. Walker	48	1,341	1913
Kosciusko; P., 4; Tom S. Hines	13	299	1923
Laurel George S. Gardiner; P., 3; R. H. Watkins	27	529	1913
Leland; P., 6; W. E. Bufkin	16	268	1924
Lexington; P., 4; W. B. Kenna	8	129	1922
Louisville; P., 4; J. M. Pearson	13	333	1929
Magnolia; P., 4; J. B. Lesley	10	181	1940
Marks; P., 6; J. D. Cole	8	158	1930
McComb; P., 4; D. L. Blackwelder	18	455	1914
Meridian; P., 4; H. M. Ivy	54	1,338	1915
Merigold; P., 4; F. W. Young	9	110	1924
Moorhead Sunflower Co. A. H. S.; P., 4; P. M. West	8	148	1928
Moss Point; P., 6; A. L. Monroe	8	198	1936
Natchez; P., 4; W. H. Braden	17	402	1914
New Albany; P., 6; W. P. Daniel	13	310	1907
Newton; P., 4; O. N. Darby	10	210	1930
Okolona; P., 6; A. W. James	10	210	1929
Oxford University High; P., 6; R. C. Cook	14	384	1929
Pascagoula; P., 6; Thomas R. Wells	17	426	1941
Pass Christian; P., 6; Frank L. French	8	136	1938
Philadelphia; P., 4; S. A. Brasfield	10	209	1929
Picayune; P., 4; T. K. Boggan	11	214	1925
Port Gibson Chamberlain-Hunt Academy; Pr., 4; Col. J. W. Kennedy	7	55	1911
Raymond Hinds Co. A. H. S.; P., 3; G. M. McLendon	16	164	1917
Rolling Fork; P., 6; H. G. Fenton	9	140	1923
Rosedale; P., 6; C. O. Brunson	8	102	1924
Ruleville; P., 6; C. L. Milling	9	169	1924
Sardis; P., 6; J. M. Caughman	9	204	1932
Scooba Kemper Co. A. H. S.; P., 4; J. M. Tubb	8	84	1930
Shaw; P., 4; Frank Hough	9	98	1923
Starkville; P., 4; J. W. Overstreet	11	279	1928
Summit; P., 6; J. E. R. Saunders	6	85	1940
Sumner; P., 6; C. S. Bigham	5	81	1929
Tchula; P., 5; W. R. Huddleston	6	81	1934

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
MISSISSIPPI— <i>Continued</i>			
Tunica			
Tunica County; P., 4; S. R. Hughston	8	138	1934
Tupelo; P., 4; T. M. Milam	17	349	1918
Tylertown; P., 6; F. M. Beemon	11	221	1941
Vicksburg			
All Saints; Pr., 4; W. G. Christian	14	27	1922
Carr Central; P., 6; H. V. Cooper	29	711	1926
Water Valley; P., 4; J. N. Bell	9	165	1940
West Point; P., 4; B. D. McCallister	15	249	1920
Winona; P., 4; C. W. Akin	8	151	1930
Yazoo City; P., 4; R. J. Koonce	11	282	1917
Total (Number schools 82)	1,116	23,100	
Average per school	14	282	

NORTH CAROLINA

Arden			
Christ School; Pr., 4; D. P. Harris	9	85	1933
Asheville			
Academy of St. Genevieve; Pr., 4; Mother Margaret Potter	12	87	1913
Lee H. Edwards; P., 3; L. N. Connor	42	1,070	1913
Asheville School; Pr., 5; D. R. Fall	16	117	1913
Badin; P., 4; P. M. Dulin	6	147	1936
Belmont			
Belmont Abbey; Pr., 4; Rev. Cuthbert E. Allen	20	60	1934
Sacred Heart Academy; Pr., 4; Sister M. Columba	8	47	1928
Buies Creek			
Campbell College; Pr., 4; Leslie H. Campbell	16	151	1929
Burlington; P., 4; F. M. Biggerstaff	31	885	1938
Chapel Hill; P., 4; Wm. J. Peacock	22	433	1916
Charlotte			
Central Senior High School; P., 3; E. H. Garinger	54	1,640	1913
Concord; P., 4; J. E. Cassell	21	610	1924
Durham; P., 3; Quinton Holton	44	1,210	1902
Elm City; P., 4; P. T. Fugate	11	271	1940
Farmville; P., 4; J. H. Moore	8	175	1940
Fayetteville; P., 5; W. B. Harrill	29	797	1936
Gastonia; P., 3; Frank L. Ashley	32	942	1940
Goldsboro; P., 4; J. W. Gaddy, Jr.	28	788	1936
Greensboro			
Curry Demonstration School; P., 4; R. F. W. Brimley	14	143	1928
Greensboro Senior High; P., 3; A. P. Routh	40	1,149	1936
Greenville; P., 4; V. M. Mulholland	18	446	1917
Hamlet; P., 5; W. L. Haltiwanger	16	449	1939

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
NORTH CAROLINA— <i>Continued</i>			
Hendersonville			
Blue Ridge School for Boys; Pr., 6; J. R. Sandifer	6	56	1916
Fassifern; Pr., 6; J. R. Sevier	13	90	1926
Hendersonville High; P., 4; L. K. Singley	18	442	1917
High Point; P., 4; D. P. Whitley	46	1,353	1938
Kings Mountain; P., 4; J. E. Honeycutt	15	407	1930
Lenoir; P., 5; Van Meares	19	451	1938
Lexington; P., 5; James A. Gerow	26	749	1924
Lumberton; P., 5; T. A. Little	13	380	1936
Monroe; P., 5; R. W. House	10	271	1936
Montreat College; Pr., 4; Margaret Spencer	11	85	1930
Mooreville; P., 4; John F. Donnelly	14	424	1939
Mount Airy; P., 4; H. M. Finch	20	598	1936
North Wilkesboro; P., 4; Paul S. Cragan	12	333	1922
Oak Ridge; Pr., 3; T. O. Wright	12	94	1899
Raleigh			
Hugh Morson; P., 4; G. H. Arnold	26	769	1939
Needham Broughton; P., 4; H. A. Helms	32	841	1939
Methodist Orphanage; Pr., 4; Jesse O. Sanderson	4	85	1939
Peace Preparatory; Pr., 2; Wm. C. Pressly	10	30	1927
Saint Mary's School; Pr., 3; Mrs. Ernest Cruikshank	16	89	1923
State School for the Blind; P., 4; H. C. Griffin	7	35	1925
Reidsville; P., 4; C. C. Lipscomb	20	494	1941
Roanoke Rapids; P., 3; C. W. Davis	18	455	1928
Rockingham; P., 5; Kate Finley	26	781	1938
Rocky Mount; P., 5; I. E. Ready	42	1,180	1921
Salemberg			
Pineland College and Edwards Military School; Pr., 4; Mr. and Mrs. W. J. Jones	16	135	1923
Salisbury			
Boyden; P., 4; Julia Groves	36	920	1936
Sanford; P., 5; E. R. Smith	18	450	1940
Southern Pines; P., 6; Amos C. Dawson	10	225	1925
Wilmington			
New Hanover; P., 4; T. T. Hamilton, Jr.	68	1,758	1936
Wilson			
Charles L. Coon; P., 5; J. M. Hough	34	797	1939
Winston-Salem			
James A. Gray; P., 4; J. A. Woodward	29	823	1936
John W. Hanes; P., 4; R. S. Haltiwanger	18	510	1936
R. J. Reynolds; P., 4; C. R. Joyner	54	1,587	1916
Salem Academy; Pr., 4; Mary A. Weaver	9	75	1914
Total (Number schools 56)	1,225	29,474	
Average per school	22	526	

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA			
Abbeville; P., 4; C. H. Tinsley	11	280	1921
Aiken; P., 5; L. K. Hagood	20	474	1934
Bamberg			
Carlisle; Pr., 4; J. F. Risher	10	177	1924
Beaufort; P., 5; O. K. McDaniel	15	386	1940
Bennettsville; P., 4; J. S. Agnew	12	309	1914
Camden; P., 4; J. G. Richards, Jr.	18	416	1923
Charleston			
Ashley Hall; Pr., 4; Mary V. McBee	14	134	1916
High School (Boys); P., 4; A. B. Rhett, Superinten- dent; H. O. Strohecker, Principal	27	710	1913
Memminger (Girls); P., 4; A. B. Rhett, Superinten- dent; G. C. Rogers, Principal	31	809	1938
Porter Military Academy; Pr., 4; P. M. Thrasher	10	160	1913
Chester; P., 4; M. E. Brockman	20	449	1916
Clinton			
High School; P., 4; W. E. Monts	16	349	1925
Thornwell; Pr., 4; L. Ross Lynn	7	103	1926
Columbia			
Dreher; P., 3; A. C. Flora, Superintendent; D. L. McCormac, Principal	34	741	1939
High School; P., 3; A. C. Flora, Superintendent; E. R. Crow, Principal	57	1,323	1918
University; P., 5; A. C. Flora, Superintendent; A. R. Hafner, Principal	17	323	1933
Conway; P., 4; C. B. Seaborn	26	756	1940
Darlington; P., 4; J. C. Daniel	17	382	1913
Denmark; P., 5; A. J. Richards	9	171	1923
Dillon; P., 4; J. V. Martin	13	348	1940
Duncan; P., 5; D. R. Hill	14	306	1928
Easley; P., 4; W. M. Scott	26	694	1925
Florence; P., 3; J. W. Moore	32	771	1913
Gaffney; P., 4; L. F. Carson	28	758	1926
Georgetown; P., 4; W. C. Bynum	13	355	1925
Greenville			
High School; P., 3; W. F. Loggins, Superintendent; M. T. Anderson, Principal	56	1,206	1921
Parker; P., 4; L. P. Hollis, Superintendent; T. M. Nelson, Principal	55	1,404	1928
Greenwood; P., 4; W. E. Black, Superintendent; W. W. Benson, Principal	43	1,149	1914
Greer; P., 4; W. M. Albergotti	19	501	1925
Hartsville; P., 4; J. H. Thornwell	23	568	1923
Kershaw; P., 5; C. L. Rasor	9	229	1926
Laurens; P., 5; C. K. Wright	20	554	1925

LIST OF MEMBER SCHOOLS, 1941-2—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
SOUTH CAROLINA—Continued			
McColl; P., 5; H. A. Marshall*	11	218	1939
McCormick			
De la Howe; Pr., 5; E. F. Gettys	7	110	1928
Mullins; P., 5; L. B. McCormick	12	319	1925
Newberry; P., 4; O. B. Cannon	23	565	1925
North Augusta; P., 4; Paul Knox	9	208	1935
North Charleston; P., 5; R. H. Morse	51	934	1934
Orangeburg; P., 4; A. J. Thackston	26	663	1915
Rock Hill			
High School; P., 4; W. C. Sullivan	36	944	1921
Winthrop Training; P., 4; H. L. Frick	10	138	1923
Simpsonville; P., 4; L. R. Richardson	12	289	1928
Spartanburg; P., 3; L. W. Jenkins, Superintendent; M. B. Wilson, Jr., Principal	54	1,239	1919
St. Matthews; P., 5; R. D. Zimmerman, Jr.	11	247	1940
Summerville; P., 5; J. H. Spann	11	249	1913
Sumter; P., 4; W. H. Shaw, Superintendent; H. T. Stoddard, Principal	43	1,043	1913
Taylors; P., 4; H. J. Howard	9	181	1940
Union; P., 4; R. A. Hogrefe	26	728	1940
Wellford			
Wellford-Lyman-Tucapau; P., 4; J. R. Mullikin, Jr.	11	227	1930
Williston			
Williston-Elko; P., 4; C. K. Ackerman	10	150	1931
Woodruff; P., 4; W. R. Anderson, Jr.	17	416	1939
Total (Number schools 51)	1,111	26,163	
Average per school	22	513	

TENNESSEE

Alcoa; P., 4; V. F. Goddard	11	255	1928
Arlington			
Bolton High School; P., 6; Mrs. Louise B. Barret	8	171	1930
Ashland City			
Cheatham County Central High School; P., 6; J. H. Banks	13	325	1930
Bartlett			
Nicholas Blackwell High School; P., 4; H. I. Roland	23.5	386	1925
Baxter			
Baxter Seminary; P., 4; Dr. Harry Upperman	17	317	1925
Bell Buckle			
Webb School; Pr., 6; Wm. R. Webb	10	122	1938

* Acting Superintendent; Superintendent R. S. Owings on leave.

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE— <i>Continued</i>			
Benton			
Polk County High School; P., 4; R. M. Blair	13	214	1932
Bristol			
Bristol Tennessee High School; P., 4; I. D. Eggers	24	471	1928
Carthage			
Smith County High School; P., 4; E. G. Rogers	12	277	1923
Chattanooga			
Baylor School, The; Pr., 6; H. B. Barks	20	281	1919
Central High School; P., 4; S. E. Nelson	86	1,970	1918
Girls' Prep. School; Pr., 6; Miss Tommie P. Duffy	11	175	1913
High School; P., 3; W. P. Selcer*	50	1,312	1915
McCallie School, The; Pr., 6; Dr. S. J. McCallie	25	331	1909
Notre Dame High School; Pr., 4; Sr. Mary Agnes	8	191	1931
Clarksville; P., 4; Howard Kirksey	29	712	1920
Collegedale			
Southern Jr., College Prep. Dept.; Pr., 4; J. C. Thompson	14	112	1930
Collierville; P., 6; C. H. Harrell	12	254	1925
Columbia			
Central High School; P., 4; W. J. Field	24	634	1917
Military Academy; Pr., 6; Col. C. A. Ragsdale	19	316	1911
Concord			
Farragut High School; P., 6; Drew S. Gaylor	13	350	1936
Copperhill; P., 4; J. M. Reedy	10	123	1929
Covington			
Byars-Hall High School; P., 4; J. R. Miles	15	396	1928
Ducktown; P., 4; M. L. Jones	8.5	162	1939
Dyersburg; P., 4; C. M. Walker	22	615	1920
Elizabethton; P., 4; J. R. Ritchie	21	661	1929
Erwin			
Unicoi County High School; P., 4; Albert L. Price	23	615	1929
Fountain City			
Central High School; P., 4; Miss Hassie K. Gresham	41	1,208	1918
Franklin			
Battle Ground Academy; Pr., 6; George I. Briggs	7	98	1925
Gallatin; P., 4; D. W. Moody	15	351	1938
Germantown			
M. C. Williams High School; P., 4; Ralph B. Hunt	9	176	1930
Goodlettsville; P., 4; W. E. Lowe	11	217	1923
Hartsville			
Trousdale County High School; P., 4; I. C. Pullias	10	202	1923
Henderson			
Chester County High School; P., 4; T. H. Williams	14	342	1928

* Acting Principal; Principal Creed F. Bates on leave.

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATON, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERNTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE— <i>Continued</i>			
Jacksboro			
Central High School; P., 4; David E. Reynolds	12	247	1928
Jackson; P., 4; D. E. Ray, Sr.	23	666	1938
Jellico; P., 4; William D. Stout	11	248	1929
Johnson City			
Science Hill High School; P., 3; N. E. Hodges	32	715	1928
Kingsport			
Dobyns-Bennett High School; P., 4; Charles K. Koffman	30	675	1922
Knoxville			
High School; P., 3; W. E. Evans	75	1,999	1914
Young High School; P., 4; Sam A. Duff	23	685	1931
LaFollette; P., 4; Robert Sharp	12	290	1926
Lawrenceburg			
Lawrence County High School; P., 4; E. O. Coffman	20	569	1928
Lebanon			
Castle Heights Military Academy; Pr., 4; Col. H. L. Armstrong	27	354	1929
Lewisburg			
Marshall County High School; P., 4; J. W. Zumbro	11 $\frac{3}{4}$	283	1930
Livingston			
Livingston Academy; P., 4; J. C. Taylor	15	305	1930
McMinnville			
Central High School; P., 4; Allen McCormick	16	468	1941
Maryville; P., 4; H. H. Gauding	17	392	1928
Memphis			
Central High School; P., 3; Charles P. Jester	49	1,469	1919
Christian Brothers College; Pr., 4; Brother Lawrence David	17	275	1933
Humes High School; P., 3; D. M. Hilliard	31	740	1928
Lausanne School; Pr., 4; Mrs. Emma DeSaussure Jett	9	54	1933
Messick High School; P., 3; Thomas H. Grinter	18	461	1923
Miss Hutchison's School; Pr., 4; Miss Mary Grimes			
Hutchison	10	109	1923
South Side High School; P., 4; H. H. Gnuse	37	1,095	1926
St. Agnes Academy; Pr., 7; Sister M. Julia	9	175	1925
St. Mary's School; Pr., 4; Miss Helen A. Loomis	6	42	1930
Technical High School; P., 3; J. L. Highsaw	43	1,207	1928
Middleton; P., 4; Finis E. Sims	8	176	1935
Millington			
Central High School; P., 4; William L. Osteen	16	282	1918
Morristown; P., 3; Carl T. Vance	17	343	1921
Mt. Pleasant			
Hay Long High School; P., 6; J. T. Stone	12	256	1925

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE—Continued			
Murfreesboro			
Central High School; P., 4; J. C. Mitchell	19	468	1919
Nashville			
Central High School; P., 4; H. T. Hays	33.5	778	1928
David Lipscomb Prep. School; Pr., 4; Max Hamrick	15	121	1926
Duncan College Prep. School; Pr., 4; Marvin T. Duncan	7	91	1920
East Nashville High School; P., 3; Wm. Henry Oliver	39	1,034	1935
Father Ryan High School; Pr., 4; Rev. S. Ernest Wiley	12	258	1928
Hillsboro; P., 4; M. P. Bowman	19	483	1941
Hume-Fogg Technical and Vocational School; P., 3; E. C. Comstock	15	258	1909
Isaac Litton High School; P., 4; G. C. Carney	32	796	1935
Montgomery Bell Academy; Pr., 6; Isaac Ball	10	160	1899
Peabody Demonstration School; Pr., 6; J. E. Windrow	14	226	1919
St. Bernard Academy; Pr., 4; Sr. Mary Aquin	7	87	1933
St. Cecilia Academy; Pr., 4; Sr. Anne Frances	7	87	1925
Tennessee Industrial School; P., 4; Claude M. Mitchell	9	150	1935
Ward-Belmont School; Pr., 4; Miss Annie C. Allison	19	160	1913
West End High School; P., 6; W. H. Yarbrough	35	861	1938
Norris; P., 7; Frank Van Alstine	13	221	1935
North Chattanooga			
Red Bank High School; P., 6; A. P. Stewart	25	622	1941
Old Hickory			
Du Pont High School; P., 4; C. P. Ferguson	15	346	1941
Paris			
E. W. Grove High School; P., 4; J. A. Barksdale	19	438	1915
Petersburg			
Morgan School for Boys, The; Pr., 4; Ernest F. Baulch	10	199	1940
Pleasant Hill			
Pleasant Hill Academy; Pr., 4; Victor Obenhaus	12	132	1941
Portland			
Sumner County High School; P., 4; C. L. Cummins	10	252	1940
Pulaski			
Giles County High School; P., 4; W. P. Morton	12	300	1940
St. Andrews			
St. Andrew's School; Pr., 6; Augustus A. Koski	7	83	1932
Sewanee			
St. Mary's School; Pr., 7; Miss Edna Shelton	5	44	1940
Military Academy; Pr., 6; Col. C. A. Fasick	16	203	1913

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TENNESSEE— <i>Continued</i>			
Springfield; P., 4; Philip B. Bell	14	262	1926
Sweetwater			
Tennessee Military Institute; Pr., 6; Col. C. R.			
Endsley	10	178	1918
Tiptonville; P., 4; J. D. Reding	7	147	1929
Tyner; P., 4; C. C. Burgner	17	302	1930
Union City; P., 4; T. D. Ozment	13	237	1922
Whitehaven; P., 4; F. S. Elliott	37	692	1923
Whiteville; P., 4; Brady B. Taylor	5.5	75	1940
Total (Number schools 96)	1,796	39,673	
Average per school	19	413	

TEXAS

Abilene; P., 4; L. E. Dudley	68	1,840	1939
Albany; P., 4; C. B. Downing	17	281	1928
Alice; P., 4; J. W. Roach	18	435	1928
Alpine			
Sul Ross Demonstration School; P., 3; R. M. Bankhead	10	129	1932
Alvin; P., 3; A. G. Welch	18	289	1939
Amarillo; P., 3; C. M. Rogers	60	1,614	1914
Angleton; P., 6; Wesley Edwards	12	225	1932
Athens; P., 4; S. R. LeMay	17	455	1941
Austin			
Austin; P., 3; A. N. McCallum	80	2,039	1913
St. Edwards U. Academy; Pr., 4; Rev. Stanislaus			
Lisewski, C. S. C.	9	56	1924
Baird; P., 4; O. G. South	11	203	1927
Beaumont			
Beaumont; P., 3; E. W. Jackson	50	1,265	1913
South Park; P., 4; C. W. Bingman	34	853	1916
Beeville			
A. C. Jones; P., 3; Robert J. Marshall	16	230	1939
Big Lake; P., 6; C. E. Ellison	9	167	1941
Big Spring; P., 4; W. C. Blankenship	33	776	1921
Bonham; P., 4; I. B. Carruth	21	568	1913
Borger; P., 4; W. A. McIntosh	27	687	1930
Bowie; P., 4; W. B. Alexander	18	428	1929
Brady; P., 3; W. E. Whitten	15	257	1916
Breckenridge; P., 3; J. F. Bailey	16	461	1925
Brenham; P., 5; C. M. Selman	18	414	1915
Brownsville; P., 3; Ben L. Brite	30	551	1928

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Brownwood; P., 3; E. J. Woodward Bryan	25	616	1918
Allen Academy; Pr., 6; N. B. Allen	16	236	1918
Stephen F. Austin; P., 3; W. D. Wilkerson	21	515	1924
Bryson; P., 4; T. E. Baird	8	160	1940
Burkburnett; P., 4; C. J. Duncan	18	415	1928
Calvert; P., 4; Rex Kathcart	8	86	1920
Cameron			
C. H. Yoe; P., 4; E. A. Perrin	19	438	1936
Canadian; P., 4; J. M. Carpenter	12	224	1930
Canyon			
Canyon; P., 6; J. B. Speer	11	295	1928
W. T. S. T. C. Dem. School; P., 4; F. E. Savage	8	183	1928
Carrizo Springs; P., 4; H. E. Sullivan	12	151	1926
Carrollton; P., 4; C. C. Carver	11	292	1931
Celeste; P., 4; Jones Pearce	7	131	1932
Cisco; P., 4; R. N. Cluck	21	423	1927
Clarendon; P., 3; H. T. Burton	12	208	1928
Claude; P., 4; C. R. Douglass	8	107	1928
Cleburne; P., 4; Emmitt Brown	31	795	1913
Coleman; P., 4; J. T. Runkle	17	421	1920
Colorado; P., 4; J. E. Watson	18	494	1928
Commerce			
E. T. S. T. C. Dem. School; P., 6; E. H. Watson	14	134	1928
Conroe; P., 3; H. N. Anderson	50	460	1939
Corpus Christi; P., 3; M. P. Baker	66	1,823	1939
Corsicana; P., 3; W. H. Norwood	28	687	1913
Crane; P., 4; L. L. Martin	15	140	1934
Crystal City; P., 4; Sterling H. Fly	10	140	1932
Cuero; P., 4; O. A. Zimmerman	13	357	1918
Daisetta			
Hull-Daisetta; P., 3; M. L. Deviney	12	167	1929
Dalhart; P., 4; Blake Bolton	13	386	1929
Dallas			
Adamson; P., 4; Julius Dorsey	60	1,824	1941
Dallas Tech; P., 4; Julius Dorsey	85	2,412	1941
Forest Avenue; P., 4; Julius Dorsey	62	1,803	1941
Highland Park; P., 3; H. E. Gabie	53	1,163	1936
Hockaday; Pr., 4; Ela Hockaday	15	164	1928
North Dallas; P., 4; Julius Dorsey	53	1,406	1941
Sunset; P., 3; Julius Dorsey	55	1,554	1941
Woodrow Wilson; P., 4; Julius Dorsey	63	1,831	1941
Dayton; P., 3; V. W. Miller	13	153	1935
Deer Park; P., 6; Clyde Abshier	10	87	1940
Del Rio; P., 3; Drury Wood	15	260	1928

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Denison; P., 4; B. McDaniel	40	1,149	1918
Denton			
Denton; P., 3; R. C. Patterson	23	593	1922
N. T. S. T. C. Dem. School; P., 5; J. C. Matthews	14	252	1927
Dickinson; P., 6; E. Martin Belcher	13	197	1940
Donna; P., 4; A. B. Sanders	11	239	1924
Eagle Lake; P., 4; W. C. Reed	8	133	1918
Eagle Pass; P., 4; Fred R. Thompson	13	236	1930
Edcouch			
Edcouch-Elsa; P., 4; Joe H. Wilson	7	161	1939
Edinburg; P., 3; R. P. Ward	19	356	1924
Eldorado; P., 4; Dave Williamson	10	117	1931
Electra; P., 3; B. M. Dinsmore	19	428	1924
Elgin; P., 4; John A. Freeman	11	282	1928
El Paso			
Austin; P., 4; A. H. Hughey	55	1,336	1931
Bowie; P., 4; A. H. Hughey	50	1,102	1931
El Paso; P., 4; A. H. Hughey	59	1,412	1913
Loretta Academy; Pr., 4; Sister M. Felicitas Quinlivan	9	97	1928
Radford School; Pr., 4; Dr. Lucinda de L. Templin	16	132	1923
Ennis; P., 4; C. C. Isbell	22	525	1925
Fabens; P., 4; M. D. Lakey	10	128	1932
Farmersville; P., 4; N. O. Wright	12	304	1927
Ferris; P., 4; J. M. Lewis	9	170	1928
Fort Stockton; P., 4; J. F. Reeves	12	166	1921
Fort Worth			
Amon G. Carter; P., 3; W. M. Green	19	538	1936
Arlington Heights; P., 3; W. M. Green	29	798	1924
Diamond Hill; P., 3; W. M. Green	9	160	1935
Handley; P., 3; W. M. Green	7	158	1932
North Side; P., 3; W. M. Green	41	1,004	1917
Our Lady of Victory; Pr., 4; Sister M. Brigid	14	103	1929
Robert Lee Paschal; P., 3; W. M. Green	79.5	2,103	1913
Polytechnic; P., 3; W. M. Green	52.5	1,321	1924
Freeport; P., 4; O. A. Fleming	14	327	1930
Gainesville; P., 3; H. O. McCain	26	591	1913
Galena Park; P., 6; Walton Hinds	16	308	1929
Galveston			
Ball; P., 3; S. B. Graham	59	1,308	1913
Garden City; P., 5; M. P. Taylor	9	124	1938
Gatesville; P., 3; Erzell W. Brooks	15	408	1930
Giddings; P., 4; R. C. Donaho	10	204	1939
Gilmer			
East Mountain; P., 4; D. T. Loyd	11	151	1939

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Gladewater			
Gladewater; P., 4; F. C. McConnell	43	700	1933
Sabine; P., 4; S. O. Loving	12	169	1935
Union Grove; P., 4; A. E. Wells	11	116	1937
Goliad; P., 4; E. E. Chamness	8	152	1924
Goose Creek			
Robert E. Lee; P., 3; N. S. Holland	41	917	1924
Graham; P., 4; I. T. Gilmer	24	610	1914
Grandfalls			
Grandfalls-Royalty; P., 6; Bluford F. Minor	14	193	1939
Greenville; P., 3; H. H. Chambers	26	683	1936
Groom; P., 4; Dalton Ford	6	97	1936
Harlingen; P., 4; Ernest H. Potect	27	621	1924
Harrold; P., 4; S. P. Vick	8	91	1929
Henderson; P., 3; C. O. Pollard	19	405	1934
Henrietta; P., 4; F. W. Richardson	14	268	1941
Hereford; P., 4; Knox Kinard	14	314	1926
Hillsboro; P., 4; L. W. Hartsfield	32	517	1913
Holliday; P., 4; W. S. Thomas	12	216	1941
Honey Grove; P., 4; W. O. Cravens	13	324	1937
Houston			
Stephen F. Austin; P., 3; E. E. Oberholtzer	55	1,371	1939
Jefferson Davis; P., 3; E. E. Oberholtzer	71.4	2,009	1926
Sam Houston; P., 3; E. E. Oberholtzer	55	1,298	1913
Kinkaid School; Pr., 6; Mrs. W. J. Kinkaid	18	118	1939
Mirabeau B. Lamar; P., 3; E. E. Oberholtzer	65	1,831	1939
Charles Milby; P., 3; E. E. Oberholtzer	51.8	1,166	1927
John H. Reagan; P., 3; E. E. Oberholtzer	92	2,269	1926
San Jacinto; P., 3; E. E. Oberholtzer	67	1,465	1913
Hubbard; P., 4; L. L. Wilkes	7	138	1916
Humble			
Charles Bender; P., 4; Frank W. Allenson	10	187	1926
Huntsville; P., 3; R. M. Hawkins	18	374	1934
Iraan; P., 6; J. T. H. Bickley	18	235	1930
Jacksonville; P., 4; Larue Cox	20	530	1928
Jefferson; P., 3; Cruce Stark	12.5	175	1936
Joinerville-Gaston; P., 4; G. R. Grissom	23	347	1936
Jourdanton; P., 4; Louis W. Freeman	8	98	1930
Junction; P., 4; R. D. Kothmann	12	218	1931
Kaufman; P., 3; O. P. Norman	10	228	1931
Kenedy; P., 4; R. E. Stafford	12	234	1929
Kerens; P., 4; G. H. Wilemon	9	166	1924
Kermit; P., 4; D. F. Meek	15	208	1939
Kerrville			
Schreiner Institute; Pr., 4; J. J. Delaney	13	86	1926
Tivy; P., 4; H. A. Moore	19	429	1930

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
Kilgore; P., 3; W. L. Dodson Kingsville	30	712	1935
Henrietta M. King; P., 4; C. E. Wade	22	505	1940
La Feria; P., 4; J. B. Smith	8.5	183	1928
Lampasas; P., 3; Dudley S. Moore	10	204	1928
Lancaster; P., 4; J. Elvin Dawson	7	166	1929
Lefors; P., 4; E. R. Reeves	10	147	1932
Levelland; P., 3; Ray D. Brown	14	264	1941
Liberty; P., 4; William L. Schupp	8	180	1928
Lockhart; P., 4; R. L. Williams	15	270	1941
Longview			
Judson Grove; P., 4; L. J. Garner	12	153	1937
Longview; P., 3; H. L. Foster	27	602	1914
Pine Tree; P., 4; M. E. Irby	12	248	1938
White Oak; P., 6; Loyd H. Taylor	19	392	1936
Lubbock; P., 3; Dr. W. B. Irvin	56	1,359	1924
Lufkin; P., 4; I. A. Coston	32	858	1913
Luling; P., 4; Roland A. Box	17	319	1940
Lyford; P., 4; T. H. McDonald	9	162	1929
McAllen; P., 3; John H. Gregory	20	511	1919
McCamey; P., 4; Howard E. Stocker	13	175	1930
McKinney; P., 4; Jack R. Ryan	29	649	1928
McLean; P., 4; C. A. Cryer	11	237	1928
Marfa; P., 4; J. E. Gregg	7	109	1916
Marlin; P., 4; H. J. McIlhany	15	300	1913
Marshall; P., 3; E. N. Dennard	27	618	1913
Mart; P., 4; J. J. Youngblood	11	174	1924
Matador; P., 4; B. F. Tunnell	7	126	1929
Mercedes; P., 6; Leon R. Graham	22	521	1924
Mexia; P., 3; Frank L. Williams	16	352	1919
Miami; P., 4; E. M. Ballengee	7	66	1927
Midland; P., 4; George A. Heath	24	507	1928
Mineral Wells; P., 4; W. A. Ross	21	557	1918
Mission; P., 4; Hugh C. Proctor	11	262	1924
Mt. Pleasant; P., 3; P. E. Wallace	17	402	1924
Nacogdoches; P., 4; S. Mortimer Brown	22	573	1928
Navasota; P., 4; J. T. Ferguson	14	276	1919
Nederland; P., 4; C. O. Wilson	17	344	1929
New Braunfels; P., 3; E. A. Sahn	17	227	1928
New Castle; P., 4; J. B. Hill, Jr.	8	136	1930
New London			
London; P., 3; Troy R. Duran	16	224	1934
Nocona; P., 4; W. J. Stone	12	266	1940
Odessa; P., 3; Murry H. Fly	31	696	1927
Oklaunion; P., 4; J. A. Anderson	8	102	1930

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS—Continued			
Olney; P., 4; A. D. Cummings	14	405	1928
Olton; P., 4; H. P. Webb	12	235	1927
Orange; P., 4; J. W. Edgar	32	834	1916
Overton			
Leverett's Chapel; P., 4; D. M. Walker	13	183	1935
Overton; P., 6; E. D. Cleveland	20	311	1934
Ozona; P., 4; C. S. Denham	6	89	1916
Palacios; P., 4; Ralph P. Newson	11	217	1916
Palestine; P., 4; Bonner Frizzell	28	699	1919
Pampa; P., 3; L. L. Sone	32	665	1927
Panhandle; P., 4; K. L. Turner	12	173	1924
Paris; P., 4; A. H. Chamness	42	1,083	1931
Pasadena; P., 3; H. A. Jackson	18	347	1930
Pecos; P., 3; R. Henry Blackwell	10	144	1926
Perryton; P., 3; C. Wedgeworth	13	229	1923
Pharr			
Pharr-San Juan-Alamo; P., 4; J. Lee Stambaugh	23	376	1923
Phillips; P., 4; R. E. Vaughn	14	336	1940
Plainview; P., 4; O. J. Laas	23	578	1936
Port Arthur			
Thomas Jefferson; P., 3; G. M. Sims	61	1,666	1927
Port Neches; P., 4; W. J. Holloway	18	453	1927
Poteet; P., 4; M. D. Strobile	8	146	1929
Price			
Carlisle; P., 3; F. L. Singletary	13	185	1936
Rankin; P., 4; H. G. Secrest	6	53	1931
Raymondville; P., 3; J. C. Brandt	13	196	1935
Robstown; P., 4; W. G. Hutson	19	361	1936
Roby; P., 4; W. B. Jones	10	194	1936
Rockspring; P., 4; M. E. Noble	7	80	1930
San Angelo; P., 3; Bryan Dickson	48	1,044	1913
San Antonio			
Alamo Heights; P., 3; R. B. Reed	18	443	1928
Brackenridge; P., 3; I. E. Stutsman	78	2,006	1916
Central Catholic; Pr., 4; Eugene A. Paulin	17	395	1933
Incarnate Word Academy; Pr., 4; Sister M. Columkille	9	144	1919
Our Lady of the Lake; Pr., 4; Mother M. Angelique	8	141	1919
Vocational and Technical; P., 3; I. E. Stutsman	62.66	1,728	1939
Sidney Lanier; P., 3; I. E. Stutsman	19.5	471	1939
Thomas A. Edison; P., 4; J. N. Kaderli	16	334	1930
Thomas Jefferson; P., 3; I. E. Stutsman	72	1,965	1932
Texas Military Institute; Pr., 4; W. W. Bondurant	12	240	1913
Ursuline Academy; Pr., 4; Mother M. Loyola	8	95	1934
San Benito; P., 3; S. V. Neely	14	267	1940
Sanderson; P., 4; R. D. Holt	10	100	1930

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
TEXAS— <i>Continued</i>			
San Marcos			
San Marcos Academy; Pr., 4; R. M. Cavness	21	203	1913
Schulenburg; P., 4; E. H. Stendebach	8	118	1932
Seagraves; P., 4; Gene F. McCullough	14	224	1940
Seguin; P., 4; Joe F. Saegert	15	318	1931
Seminole; P., 4; Dewey Davis	10	205	1940
Seymour; P., 4; Martin Lowrance	15	378	1927
Shamrock; P., 4; W. C. Perkins	15	327	1933
Sherman; P., 4; R. L. Speer	37	994	1923
Sinton; P., 4; R. H. Brannon	13	254	1928
Sonora; P., 4; Noble W. Prentice	8	98	1926
Sour Lake; P., 4; J. L. Johnson	9	140	1923
Sterling City; P., 4; O. T. Jones	6	65	1941
Sugar Land; P., 6; E. K. Barden	11	183	1928
Sweeney; P., 6; J. A. Wiles	11	129	1941
Sweetwater; P., 3; R. S. Covey	22	470	1928
Talco; P., 4; B. E. Dunagan	12	224	1940
Taylor; P., 4; Edward T. Robbins	17	318	1928
Temple; P., 3; Joe R. Humphrey	26	675	1913
Terrell; P., 4; J. E. Langwith	17	368	1924
Texarkana; P., 3; H. W. Stilwell	23	664	1916
Throckmorton; P., 6; Harry W. Rice	13	295	1934
Tulia; P., 4; I. H. Turney	12	227	1926
Tyler; P., 3; J. M. Hodges	45	1,194	1916
Uvalde; P., 4; Guy D. Dean	14	291	1916
Van; P., 3; J. E. Rhodes	20	327	1936
Vernon; P., 4; C. H. Dillehay	20	586	1927
Vickery			
Vickery-Hillcrest; P., 4; T. D. Mayo	11	190	1939
Victoria			
Patti-Welder; P., 3; J. H. Bankston	19	450	1914
Waco; P., 3; R. H. Brister	80	2,161	1913
Waxahachie; P., 4; T. C. Wileman	23	512	1928
Weatherford; P., 3; H. L. Barber	14	420	1940
Weslaco; P., 4; Fred E. Kay	19	362	1925
West; P., 4; H. J. Jackson	14	288	1926
West Columbia; P., 6; Charles M. Kelso	14	305	1926
Wharton; P., 4; T. A. Roach	15	186	1923
White Deer; P., 4; Chester O. Strickland	15	212	1932
Wichita Falls; P., 3; H. D. Fillers	68	1,929	1917
Wink; P., 4; Lee Johnson	18	157	1932
Wortham; P., 4; C. G. Masterson	7	132	1925
Ysleta; P., 4; J. M. Hanks	25	551	1930
Total (Number schools 262)	5,811	129,933	
Average per school	22	496	

LIST OF MEMBER SCHOOLS, 1942—Continued

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA			
Abingdon			
William King High; P., 4; C. M. Bussinger	11	178	1929
Alexandria			
Episcopal High; Pr., 6; Dr. A. R. Hoxton	17	230	1939
George Washington High; P., 4; H. T. Moncure	63	1,615	1915
Arlington			
Arlington Hall; Pr., 4; Miss Carrie Sutherland	13	63	1935
Washington-Lee High; P., 3; Claude M. Richmond	55	1,423	1930
Bedford; P., 4; J. L. Borden	13	303	1922
Blackstone			
Blackstone College for Girls High; Pr., 4; J. Paul Glick	13	74	1929
Blackstone High; P., 4; Ray E. Reid	12	254	1922
Bristol			
Sullins College High; Pr., 4; Dr. W. E. Martin	6	61	1926
Virginia High; P., 5; T. P. Shelburne, Jr.	30	691	1914
Virginia Interment College High; Pr., 4; H. G. Noffsinger	5	69	1924
Buena Vista			
Southern Seminary; Pr., 4; Robert Lee Durham	5-7	47	1937
Burkeville; P., 4; R. C. Hammack	6	99	1927
Cape Charles; P., 4; Percy H. Warren	9	130	1927
Carysbrook			
Fluvanna County High School; P., 4; J. M. B. Carter	11	257	1941
Charlottesville			
Lane High; P., 5; Hugh L. Sulfridge	38	833	1913
Chatham			
Chatham Hall; Pr., 4; Dr. Edmund J. Lee, D.D.	20	162	1929
Hargrave Military Academy; Pr., 4; Col. A. H. Camden	15	181	1920
Chester; P., 4; Fred D. Thompson	19	549	1936
Christchurch			
Christchurch School; Pr., 6; William D. Smith, Jr.	6	56	1926
Churchland; P., 4; B. L. Lewis	9	263	1927
Clifton Forge; P., 4; V. J. Love	18	363	1929
Covington; P., 3; W. R. Curfman	22	449	1933
Crewe; P., 4; T. P. Harwood	11	247	1925
Culpeper; P., 4; R. R. Tolbert	12	259	1926
Danville			
George Washington High; P., 6; J. T. Christopher	50	1,309	1918
Stratford Hall; Pr., 4; John C. Simpson	9	52	1898
Emporia			
Greensville County High; P., 4; H. C. Bradshaw	13	347	1936
Farmville; P., 4; C. L. Ramsey	16	366	1924
Fork Union			
Fork Union Military Academy; Pr., 4; Col. N. J. Perkins	30	376	1925

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA— <i>Continued</i>			
Fort Defiance			
Augusta Military Academy; Pr., 6; Col. T. J. Roller	16	214	1939
Fredericksburg			
James Monroe High; P., 4; Guy H. Brown	20	408	1927
Front Royal			
Randolph-Macon Academy; Pr., 6; John C. Boggs	17	210	1929
Greenway			
Madeira School; Pr., 4; Mrs. David L. Wing	16	181	1934
Hampton			
Hampton High; P., 4; H. Wilson Thorpe	34	779	1940
Harrisonburg; P., 4; B. L. Stanley	17	357	1913
Holland; P., 4; W. R. Savage, Jr.	8	133	1926
Hopewell; P., 4; J. E. Mallonee	34	826	1921
Lexington; P., 4; Harrington Waddell	12	271	1914
Lynchburg			
E. C. Glass High; P., 3; B. E. Isley	47	921	1913
Virginia Episcopal School; Pr., 6; Dr. Oscar deWolf			
Randolph	12	122	1921
Manassas			
Osbourn High; P., 4; R. Worth Peters	15.5	300	1914
Marion; P., 4; W. W. Wilkerson	17.5	415	1920
Morrison; P., 4; J. R. Mort	18	485	1924
Newport News; P., 4; Lamar R. Stanley	63	1,325	1918
Norfolk			
Granby Street High; P., 5; L. B. Games	54	1,496	1941
Great Bridge High; P., 4; J. H. Kelly, Jr.	7	147	1925
Matthew Fontaine Maury High; P., 3; A. B. Bristow	89	2,108	1897
Norview High; P., 4; H. C. Barnes	15.5	393	1927
Oceana; P., 4; R. H. Owen	13	348	1926
Petersburg; P., 3; H. D. Wolff	38	1,033	1913
Portsmouth			
Cradock High; P., 4; Alonzo B. Haga	16	368	1927
Woodrow Wilson High; P., 4; Robert L. Sweeney	57	1,573	1935
Radford; P., 4; Lucien D. Adams	21	466	1937
Richmond			
Collegiate School for Girls; Pr., 4; Miss Catherine			
M. Stauffer	9.5	46	1922
John Marshall High; P., 3; James C. Harwood	124	2,721	1913
St. Christopher's School; Pr., 5.5; John Page Williams	16	161	1920
St. Gertrudes School; Pr., 4; Sister M. Antoinette			
Bliley	7	86	1941
Thomas Jefferson High; P., 3; Ernest Shawen	77	2,045	1933
Varina Agricultural High; P., 4; W. Howard Mears	16	288	1927
Westhampton High; P., 4; Ira O. Beaty	16	376	1937
Roanoke			
Jefferson Senior High; P., 3; John D. Riddick	67	1,481	1915

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
VIRGINIA— <i>Continued</i>			
Rocky Mount; P., 4; W. D. Peake	11	278	1929
Salem			
Andrew Lewis High; P., 4; Z. T. Kyle	48	1,339	1935
Saltville; P., 4; R. M. Buchanan	9½	233	1928
South Boston			
C. H. Friend High; P., 4; James H. Rowan	9	182	1914
South Norfolk; P., 4; T. C. Anderson	18	395	1932
Staunton			
Robert E. Lee High; P., 4; Collin E. Smither	21	466	1913
Staunton Military Academy; Pr., 4; Major J. Worth			
Pence	31	400	1916
Stuart Hall; Pr., 4; Miss Ophelia S. T. Carr	12	100	1931
Suffolk; P., 6; Stanley T. Godbey	27	526	1923
Warrenton			
Warrenton Country School; Pr., 6; Miss Lea M.			
Boulogny	7	44	1929
Warrenton High; P., 4; P. B. Smith, Jr.	14	266	1929
Waynesboro			
Fairfax Hall; Pr., 4; W. B. Gates	8	67	1932
Fishburne Military Academy; Pr., 4; Col. M. H.			
Hudgins	15	197	1897
Waynesboro High; P., 4; R. C. Jennings	19	513	1932
Vest Point; P., 4; Joseph B. VanPelt	10	158	1924
Williamsburg			
Mathew Whaley High; P., 5; Rawls Byrd	12.83	216	1924
Vinchester			
Handley High; P., 6; Garland R. Quarles	34	868	1916
Woodberry Forest			
Woodberry Forest School; Pr., 5; J. Carter Walker	24	239	1910
Woodstock			
Massanutten Academy; Pr., 6; Col. H. J. Benchoff	11	144	1930
Wytheville High School; P., 4; Foy DeHaven	13	337	1941
Total (Number schools 82)	1,902	40,357	
Average per school	23	492	
EXTRA TERRITORIAL			
Buenos Aires, Argentina			
American High School; Pr., 4; R. L. Amsden	13	73	1939
Mexico, D. F.			
American School Foundation; Pr., 4; Henry L. Cain	13	223	1930

LIST OF MEMBER SCHOOLS, 1942—*Continued*

NAME AND LOCATION, TYPE (PUBLIC OR PRIVATE), GRADES IN HIGH SCHOOL, PRINCIPAL OR SUPERINTENDENT	TEACH- ERS	PUPILS	ACCRED- ITED
EXTRA TERRITORIAL— <i>Continued</i>			
Aruba, Netherlands West Indies			
Lago Community High School; Pr., 6; J. W. Mileham	8	81	1939
Total (Number schools 3)	34	377	
Average per school	11	126	
Grand total (Number schools 1,214)	23,087	518,067	
Average per school	19	427	

MEMBER STATE DEPARTMENT OF EDUCATION*

Florida State Department of Education, Tallahassee, Florida
 Georgia State Department of Education, Atlanta, Georgia
 Louisiana State Department of Education, Baton Rouge, Louisiana
 North Carolina State Department of Education, Raleigh, North Carolina

PUBLICATIONS OF THE ASSOCIATION

For the index of the Proceedings of the Association, 1895-1912, see the Proceedings of the Nineteenth Meeting, published in 1913. For the index of the Proceedings of the Association, 1913-1921, inclusive, see the Proceedings of the Twenty-seventh Meeting, published in 1922, and for the index of the Proceedings of the Association, 1922-1933, inclusive, see pages 24-29 of the 1934 Proceedings. For index of the Proceedings of the Association, 1934-1937, inclusive, see pages 1 and 14-15 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. For index, 1938, 1939, 1940, and 1941 see the issues of the QUARTERLY for November of each year.

OFFICERS AND MEETING-PLACES OF THE
ASSOCIATION IN RECENT YEARS

A complete roster of officers and meeting-places of the Association from its organization was published in the SOUTHERN ASSOCIATION QUARTERLY of February, 1937, pages 15 to 21. This information for the past twelve years is reprinted for easy reference:

1930-31, Montgomery, Alabama

President: Charles A. Brown, Birmingham Public Schools.

Vice Presidents: H. H. Caldwell, Georgia School of Technology; C. R. Endsley, Tennessee Military Institute.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): Theodore H. Jack, Emory University; H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University.

* See Article II, Sections 1 and 2 of the Constitution.

1931-32, New Orleans, Louisiana

President: Joseph Roemer, George Peabody College.

Vice Presidents: O. C. Carmichael, Alabama College; Juliet Jameson Poynter, Science Hill School for Girls.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): H. M. Ivy, Meridian Public Schools; R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; Harry D. Campbell, Washington and Lee University; Charles A. Brown, Birmingham Public Schools.

1932-33, Nashville, Tennessee

President: William Preston Few, Duke University.

Vice Presidents: J. H. Workman, Pensacola High School; J. W. Hynes, Loyola University.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): R. L. Marquis, North Texas State Teachers College; A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary.

1933-34, Atlanta, Georgia

President: Frank L. McVey, University of Kentucky.

Vice Presidents: C. D. Hall, Texas Christian University; C. T. Kirkpatrick, Hume Fogg High School.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): A. B. Dinwiddie, Tulane University; C. A. Brown, Birmingham Public Schools; Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; W. P. Few, Duke University; S. H. Whitley, East Texas State Teachers College; H. B. Heidelberg, Clarksdale, Mississippi.

1934-35, Louisville, Kentucky

President: H. B. Heidelberg, Clarksdale, Mississippi.

Vice Presidents: J. Thomas Davis, John Tarleton Agricultural College; Guy H. Wells, Georgia State College for Women.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): Joseph Roemer, George Peabody College; K. J. Hoke, College of William and Mary; William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College.

1935-36, Richmond, Virginia

President: J. Thomas Davis, John Tarleton Agricultural College.

Vice Presidents: Raymond A. Kent, University of Louisville; Father F. J. Jerome, St. Leo Abbey.

Secretary-Treasurer: Guy E. Snavelly, Birmingham-Southern College.

Executive Committee (in addition to President and Secretary *ex officio*): William Preston Few, Duke University; S. H. Whitley, East Texas State Teachers College; S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; H. B. Heidelberg, Clarksdale Public Schools.

1936-38, Dallas, Texas

President: C. A. Ives, Louisiana State University.

Vice Presidents: T. H. Napier, Alabama College; J. C. Harwood, John Marshall High School.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): S. M. Brame, Alexandria Public Schools; Frank L. McVey, University of Kentucky; Shelton Phelps, Winthrop College; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; J. Thomas Davis, John Tarleton Agricultural College.

1938-39, Memphis, Tennessee

President: H. L. Donovan, Eastern Kentucky State Teachers College.

Vice Presidents: A. B. Butts, University of Mississippi; T. Q. Srygley, Port Arthur Schools.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): Sidney B. Hall, State Superintendent, Virginia; Guy H. Wells, Georgia State College for Women; O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; C. A. Ives, Louisiana State University.

1939-40, Atlanta, Georgia

President: P. A. Roy, S. J., Loyola University.

Vice Presidents: E. C. Ball, Memphis City Schools; H. G. Noffsinger, Intermont Junior College.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): O. C. Carmichael, Vanderbilt University; M. R. Hinson, Florida State College for Women; S. B. Hathorn, Mississippi State College; T. H. Napier, Alabama College; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; H. L. Donovan, Eastern Kentucky State Teachers College.

1940, Memphis, Tennessee

President: M. R. Hinson, Florida State College for Women.

Vice Presidents: Henry H. Hill, Lexington Public Schools, Kentucky; H. Reid Hunter, Atlanta Public Schools.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): T. H. Napier, Alabama College; H. B. Heidelberg, Clarksdale Schools; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; Alexander Guerry, University of the South; W. H. Washington, Clemson College; P. A. Roy, S. J., Loyola University.

1941, Louisville, Kentucky

President: S. H. Whitley, East Texas State Teachers College.

Vice Presidents: B. L. Parkinson, Mississippi State College for Women; J. L. B. Buck, Virginia State Department of Education.

Secretary-Treasurer: Shelton Phelps, Winthrop College.

Executive Committee (in addition to President and Secretary *ex officio*): M. R. Hinson, Florida State College for Women; T. Q. Srygley, Port Arthur Schools; M. E. Ligon, University of Kentucky; Alexander Guerry, University of the South; W. H. Washington, Clemson College; H. B. Heidelberg, Clarksdale Schools; W. R. Smithey, University of Virginia.

The Forty-seventh Annual Meeting of the Association will be held November 30-December 4, 1942, at Memphis, Tennessee, with headquarters at the Peabody Hotel.

DELEGATES ATTENDING THE FORTY-SIXTH ANNUAL MEETING
COLLEGES AND UNIVERSITIES

Agnes Scott College: President James R. McCain, Dean Samuel G. Stukes, Professor Philip Davidson

Agricultural and Mechanical College of Texas: Dean Thomas D. Brooks

Alabama College: President Arthur F. Harman, Dean T. H. Napier

Alabama Polytechnic Institute: Dean Zebulon Judd, Dean Roger W. Allen,

Executive Secretary Ralph B. Draughon

Alabama, University of: Registrar Mary Anna Robertson, Professor Gladstone H. Yeuell

Asbury College: President Z. T. Johnson

Baylor University: Dean E. N. Jones

Berea College: President Francis Hutchins, Dean Thomas A. Hendricks, Director of Admissions Charles T. Morgan, Director of Teacher Training William J. Baird

Birmingham-Southern College: President Raymond R. Paty, Dean Wyatt W. Hale

Blue Mountain College: President Lawrence T. Lowrey, Dean Ernest H. Cox

Brenau College: Vice President Haywood J. Pearce, Jr.

Bridgewater College: President Paul H. Bowman

Carson-Newman College: President James T. Warren

Catawba College: Registrar Donald C. Dearborn

Centenary College: Dean J. A. Hardin

Centre College: President Robert L. McLeod, Jr., Dean James H. Hewlett, Dean of Women Jane L. Richards

Charleston, College of: Professor Robert H. Coleman

Chattanooga, University of: President Archie M. Palmer, Dean Maxwell A. Smith, Professor Paul L. Palmer, Professor Edgar K. Smith

Clemson College: Dean William H. Washington, Registrar Gustave E. Metz

Coker College: President C. Sylvester Green

Columbia College: President John Caldwell Guilds

Converse College: Dean Elford C. Morgan, Professor Elwood C. Hunter

Davidson College: Dean C. K. Brown

Delta State Teachers College: President William M. Kethley

Duke University: Dean Walter K. Greene, Professor Holland Holton

East Carolina Teachers College: President Leon R. Meadows, Registrar Howard J. McGinnis

East Tennessee State Teachers College: President Charles C. Sherrod

East Texas State Teachers College: President Sam H. Whitley

Eastern Kentucky State Teachers College: President W. F. O'Donnell, Dean William C. Jones

Emory and Henry College: President Foye G. Gibson

Emory University: Vice President Goodrich C. White, Dean James H. Purks, Jr., Director of Admissions John G. Stipe

Erskine College: President Robert C. Grier

Florida Southern College: Professor Charles T. Thrift, Jr.,

Florida State College for Women: President Doak S. Campbell

Florida, University of: President John J. Tigert, Professor J. W. Norman, Professor J. Hooper Wise

Furman University: President John L. Plyler, Dean Robert N. Daniel, Professor Ralph M. Lyon

George Peabody College: President Sidney C. Garrison, Dean Joseph Roemer, Registrar J. R. Robinson, Professor Dennis H. Cooke

Georgetown College: President Henry N. Sherwood, Professor William B. Jones

Georgia School of Technology: President Marion L. Brittain

Georgia State College for Women: President Guy H. Wells, Dean Hoy Taylor, Registrar Edwin H. Scott, Professor Harry A. Little

Georgia State Woman's College: President Frank R. Reade

Georgia, University of: President Harmon W. Caldwell

Georgia, University System of: Chancellor Steadman Vincent Sanford

Greensboro College: Dean Paul M. Ginnings

Guilford College: President Clyde A. Milner

- H. Sophie Newcomb College (Tulane University): Dean Frederick Hard
 Hampden Sydney College: Dean David C. Wilson
 Hardin-Simmons University: President William R. White, Dean Lucien Q. Campbell
 Hollins College: Vice President M. Estes Cocke
 Howard College: President Harwell G. Davis, Dean Percy P. Burns
 Huntingdon College: President Hubert Searcy
 Incarnate Word College: President Sister M. Columkille, Registrar Sister M. Clement
 John B. Stetson University: President William S. Allen
 Judson College: President Leroy R. Priest
 Kentucky, University of: President Herman L. Donovan, Dean Paul P. Boyd,
 Dean William S. Taylor, Registrar Leo M. Chamberlain, Professor Moses E.
 Ligon, Professor C. C. Ross
 Lenoir Rhyne College: President P. Edgar Monroe, Dean Edwin L. Setzler
 Limestone College: President Robert C. Granberry
 Lincoln Memorial University: President Stewart W. McClelland, Registrar Hugh
 Trent Ramsey
 Louisiana College: Acting President Hal Monroe Weathersby
 Louisiana Polytechnic Institute: President Claybrook Cottingham, Dean Herbert
 L. Hughes
 Louisiana State University: President Campbell B. Hodegs, Dean Emeritus C. A.
 Ives, Dean Edward B. Robert, Professor B. F. Mitchell, Professor Homer L. Garrett
 Louisville, University of: President Raymond A. Kent, Dean J. J. Oppenheimer,
 Professor Kenneth P. Vinsel
 Loyola University: President P. A. Roy, Dean Warren J. Barker, Registrar Carmel
 V. Discon, Professor James F. Whelan, Professor Joseph B. Bassich
 Lynchburg College: President R. B. Montgomery, Dean John L. Davis
 Madison College: President Samuel P. Duke
 Mary Baldwin College: President L. Wilson Jarman
 Mary Hardin-Baylor College: President Gordon G. Singleton
 Mary Washington College: President Morgan L. Combs, Professor Dice R.
 Anderson
 Maryville College: President Ralph Waldo Lloyd, Mr. E. E. McCurry, Miss Nancy
 B. Hunter, Mr. Clemmie J. Henry
 Mercer University: President Spright Dowell, Dean Otis D. Knight, Professor
 Edwin M. Highsmith
 Meredith College: President Carlyle Campbell, Dean Benson W. Davis
 Miami, University of: President Bowman F. Ashe, Dean Jay F. W. Pearson
 Middle Tennessee State Teachers College: President Quintin M. Smith, Mr.
 Baxter E. Hobgood
 Millsaps College: President Marion L. Smith, Dean William E. Riecken
 Mississippi College: President D. M. Nelson, Dean William H. Sumrall
 Mississippi Southern College: President Jennings B. George
 Mississippi State College: President George D. Humphrey, Dean Herbert Drennon,
 Dean B. P. Brooks, Director of Teacher Education J. W. Brouillette
 Mississippi State College for Women: President Burney L. Parkinson
 Mississippi, University of: Chancellor Alfred B. Butts, Dean Victor A. Coulter,
 Dean Floyd E. Farquar
 Morehead State Teachers College: President William H. Vaughan, Dean Warren
 C. Lappin
 Murray State Teachers College: President James H. Richmond, Dean William
 G. Nash

Nazareth College: Sister Mary A. Coady, President; Sister Mary R. Mattingly, Dean; Sister Charles Mary Morrison, Registrar; Sister Mary P. Walsh, Assistant Registrar

North Carolina State College: Director of Registration W. L. Mayer

North Carolina, University of: President Frank P. Graham, Dean Thomas J. Wilson, Jr., Professor Edgar W. Knight, Professor Guy B. Phillips

North Texas State Teachers College: President W. J. McConnell

Our Lady of the Lake College: President John L. McMahon, Dean Mother M. Angelique

Queens College: Dean James M. Godard

Randolph-Macon College: Dean Thomas M. Simpson

Randolph-Macon Women's College: President Theodore H. Jack, Dean C. Clement French, Registrar Annie C. Whiteside

Richmond, University of: Dean Raymond B. Pinchbeck

Roanoke College: President Charles J. Smith

Rollins College: President Hamilton Holt, Dean Winslow S. Anderson

Salem College: President Howard E. Rondthaler, Associate to the President Brant Snively

Sam Houston State Teachers College: Registrar Marshal Rix, Professor T. S. Montgomery

Scarritt College: President J. L. Cuninggim, Registrar J. Minton Batten

Shorter College: President Paul M. Cousins

South Carolina, University of: President James Rion McKissick, Professor J. McTyeire Daniel

Southern Methodist University: Dean Frederick D. Smith

Southwest Texas State Teachers College: Dean Alfred H. Nolle

Southwestern: President Charles E. Diehl, Dean A. Theodore Johnson

Southwestern Louisiana Institute: President Joel L. Fletcher, Dean Harry L. Griffin

Southwestern University: Dean Oscar A. Ullrich

Spring Hill College: President William D. O'Leary, Dean Andrew C. Smith

State Teachers College, Farmville: President J. L. Jarman

State Teachers College, Florence: Dean Clarence B. Collier

State Teachers College, Jacksonville: Dean Claude R. Wood

State Teachers College, Livingston: President Noble F. Greenhill

State Teachers College, Troy: President Charles B. Smith

State Teachers College, Radford: President David W. Peters

Stephen F. Austin State Teachers College: Dean Thomas E. Ferguson

Sweet Briar College: President Meta Glass

Tennessee Polytechnic Institute: President Everett Derryberry, Dean Austin W. Smith, Professor John L. Meadows

Tennessee, University of: Dean Fred C. Smith, Registrar R. F. Thomason, Professor Roscoe E. Parker

Texas Christian University: President M. E. Sadler, Dean Colby D. Hall

Texas College of Arts and Industries: Dean J. E. Conner

Texas College of Mines: President D. M. Wiggins

Texas State College for Women: Dean E. V. White

Texas, University of: Dean E. J. Mathews

The Citadel: Registrar Leonard A. Prouty

Transylvania College: President Raymond E. McLain, Dean Leland A. Brown, Registrar V. F. Payne

Trinity University: Dean Paul J. Schwab

Tulane University: President Rufus C. Harris, Dean Edward A. Bechtel, Dean Marten TenHoor, Dean Roger P. McCutcheon, Professor J. Adair Lyon
 Tusculum College: President Charles A. Anderson, Dean Leslie K. Patton
 Union College: President Conway Boatman, Dean C. R. Wimmer
 University of the South: President Alexander Guerry, Dean George M. Baker
 Vanderbilt University: Chancellor Oliver C. Carmichael, Dean John Pomfret, Dean Franklin C. Paschal, Dean Blanche H. Clark, Registrar Robert N. Cunningham
 Virginia Military Institute: Professor Robert L. Bates
 Virginia Polytechnic Institute: President Julian A. Burruss
 Virginia, University of: Professor William R. Smitley, Professor William H. Faulkner, Professor A. M. Jarman
 Wake Forest College: Dean Daniel B. Bryan
 Washington and Lee University: Dean Robert H. Tucker, Professor Walter A. Flick
 Wesleyan College: Vice President Silas Johnson, Dean Samuel L. Akers
 West Tennessee State College: President Richard C. Jones, Mr. E. L. Mitchell
 West Texas State Teachers College: Dean Robert P. Jarrett
 Western Kentucky State Teachers College: President Paul L. Garrett, Dean F. C. Grise
 William and Mary, College of: Dean K. J. Hoke
 Winthrop College: President Shelton Phelps, Dean Mowat G. Fraser, Mrs. Frances L. Spain, Mr. R. A. Furr
 Wofford College: Professor A. Mason DuPre
 Woman's College of the University of North Carolina: Dean W. C. Jackson

FOUR-YEAR NON-MEMBER COLLEGES

Abilene Christian College: Dean Walter H. Adams
 Belhaven College: President G. T. Gillespie
 Bessie Tift College: Dean Riley B. Plymale
 Elon College: President Leon E. Smith
 Flora Macdonald College: President H. G. Bedinger
 Howard Payne College: Dean Z. T. Huff
 Kentucky Wesleyan College: President Paul S. Powell, Dean Alfred J. Henderson
 King College: President Thomas P. Johnston
 LaGrange College: President Hubert T. Quillian
 Lander College: President John Marvin Rast, Dean Caleb A. Haskew
 Milligan College: President Charles E. Burns
 Piedmont College: President Malcolm B. Dana
 Presbyterian College: Dean Marshall W. Brown
 St. Mary's University: President Walter F. Golatka, Dean Thomas J. Treadaway, Inspector Eugene A. Paulin
 Tennessee College for Women: President Merrill D. Moore
 Texas Wesleyan: President Law Sone
 Union University: President John Jeter Hurt

JUNIOR COLLEGES

Amarillo College: President John F. Mead
 Andrew College: President Stephen C. Olliff
 Armstrong Junior College: President J. Thomas Askew
 Averett College: President Curtis V. Bishop, Professor C. A. Matheny

Bethel Woman's College: President Kenneth R. Patterson
 Copiah-Lincoln Junior College: President James M. Ewing
 Cumberland College: President James L. Creech
 East Central Junior College: President L. O. Todd
 Edinburg Junior College: Associate Director H. A. Hodges
 Emory at Oxford: Registrar R. A. Thorne
 Emory at Valdosta: Division Executive A. Hollis Edens
 Georgia Military College: President J. H. Jenkins, Dean Kyle T. Alfriend
 Georgia Southwestern College: President Peyton Jacob
 Gulf Park College: President Richard G. Cox
 Harrison-Stone-Jackson Junior College: President Albert L. May
 Hinds Junior College: President George M. McLendon
 John Tarleton College: Dean James T. Davis
 Jones County Junior College: President James B. Young
 Junior College of Augusta: President Eric West Hardy, Dean Anton P. Markert
 Lamar College: Dean D. W. Boitnott
 Lon Morris College: President Cecil E. Peeples
 Marion Institute: President Walter Lee Murfee, Dean Linton H. Baer, Registrar
 Anne J. Sanders, Librarian Mrs. L. H. Baer
 Mars Hill Junior College: President Hoyt Blackwell, Dean Isaac N. Carr
 Middle Georgia College: President L. H. Browning
 Mount St. Joseph Junior College: Dean Sister M. Christina Eckmans, Sister
 Mary Agatha
 Paris Junior College: President J. R. McLemore
 Pearl River Junior College: President Robert E. L. Sutherland
 Pikeville College: President A. A. Page
 San Angelo Junior College: President Wilson H. Elkins
 St. Bernard College: Dean John Capesius
 St. Mary's School: Mrs. Ernest Cruikshank, President
 St. Petersburg Junior College: President R. B. Reed
 Schreiner Institute: Registrar Fred H. Junkin
 South Georgia College: President Joseph M. Thrash, Registrar James T. Barrs
 Southern Junior College: President John Charles Thompson
 Sue Bennett College: President Kenneth C. East
 Sullins College: President William E. Martin, Dean Daniel L. Metts
 Tennessee Wesleyan College: Dean M. F. Stubbs
 Texarkana College: Dean W. P. Akin
 Texas Lutheran College: Dean Adolph C. Streng
 Tyler Junior College: Dean Harry Earle Jenkins
 Virginia Intermont College: President H. G. Noffsinger
 Ward-Belmont College: President Joseph E. Burk, Dean Robert C. Provine
 West Georgia College: President Irvine S. Ingram, Dean D. Frank Folger
 Young Harris College: President T. J. Lance

SECONDARY SCHOOLS

Alabama

Anniston High School: Principal P. G. Myer
 Bessemer High School: Principal James A. Davis
 Birmingham Public Schools: Assistant Superintendent C. J. Going
 Jones Valley High School: C. W. Phillips
 Woodlawn High School: Principal Noble B. Hendrix

Cullman, Sacred Heart Academy: Principal Mother Annunciata; Dean Sister Imelda

Fairfield High School: Principal William H. McMurry

Montevallo High School: Milton Lee Orr

Montgomery Public Schools: Superintendent Clarence M. Dannelly

Pike Road High School: Principal T. K. Hearn

Ramer, Montgomery County High School: Principal P. H. Harris

St. Bernard High School: Instructor Paul Koehler

Florida

Apopka High School: Supervising Principal Wilfred E. Rice

Dania, South Broward High School: Supervising Principal E. A. Crudup

Gonzalez, Tate Agricultural High School: Principal O. A. Strange

Miami Beach, St. Patrick School: Principal Sister Ann Terence

Palatka, Putnam High School: Supervising Principal G. C. Roberts

Pensacola High School: Supervising Principal John H. Workman
St. Leo Academy: Rev. Ernest Schultz, Principal; Rev. Aloysius Dressman, Prefect of Studies

St. Petersburg High School: Supervising Principal Albert J. Geiger

Georgia

Athens High School: Principal E. B. Mell

Atlanta Public Schools: Assistant Superintendent H. Reid Hunter

Fulton High School: Principal Douglas G. MacRae

Marist College High: Principal P. H. Dagneau

Augusta, Tubman High School: Principal T. H. Garrett

Barnesville, Gordon Military College: President J. E. Guillebeau, Dean George B. Connell

College Park, Georgia Military Academy: President William R. Brewster

East Point, Russell High School: Principal Paul Douglass West

Macon, A. L. Miller High School: Principal Horace S. Lasseter

Lanier High School: Principal Albert J. Swann

Milledgeville, Georgia Military College: President J. H. Jenkins, Dean Kyle T. Alfriend

Rabun Gap-Nacoochee School: President George C. Bellingrath

Rome, Darlington School: President C. R. Wilcox

Kentucky

Alva, Black Star School: Principal O. G. Roaden

Ashland Public Schools: Superintendent Arville Wheeler

Barbourville High School: Principal T. J. Jarvis

Bellevue High School: Principal George H. Wright

Central City High School: Superintendent Tim Meinschein

Corbin High School: Principal W. E. Burton

Covington, Catholic High School: Principal Joseph E. Bosshart

Holmes High School: Principal Howard H. Mills

Villa Madonna Academy: Registrar Sister M. Irmina

Danville High School: Principal Paul Failey Boyd

Fort Thomas, Highland High School: Principal Russell E. Bridges

Greenville High School: Superintendent T. O. Hall

Georgetown, Garth High School: Principal Kenneth G. Gillaspie
 Hazard High School: Principal J. Foley Snyder
 Hindman High School: Principal J. F. Smith
 Latonia, Holy Cross High School: Principal Sister M. Hilda
 Lebanon High School: Mrs. Horace A. Johnston, Principal
 Leitchfield High School: Superintendent Allen Puterbaugh
 Lexington Public Schools: Superintendent W. T. Rowland, Director of Secondary
 Instruction Ralph W. Cherry
 Lafayette School: Principal A. B. Crawford
 Sayre School for Girls: President John C. Hanley
 University High School: Director John Davis Williams
 Louisville, Atherton High School: Principal Emma J. Woerner
 Holy Rosary Academy: Principal Sister Althaire Lancaster
 Kentucky Home School: Principal Annie S. Anderson
 Loretto High School: Principal Sister Francis Jane O'Toole, Sister Charlotte-
 Marie Schwartz
 Male High School: Principal W. S. Milburn
 Presentation Academy: Principal Sister Mary Aquinas
 Shawnee High School: Principal Robert B. Clem, Assistant Principal J. Evelyn.
 Wells
 Ursuline Academy: Dean Felix Newton Pitt; Dean Sister Mary Angela; Sister
 Mary Raymond
 Lynch High School: Principal Henley L. Cash
 Lyndon, Kentucky Military Institute: President Charles B. Richmond, Headmaster
 Nelson C. Hodgins
 Maple Mount, Mt. St. Joseph Academy: Principal Sister Eugenia Scherm;
 Librarian Sister Joseph Marie
 Mayfield High School: Principal C. Russel Uphoff
 Middlesboro High School: Principal P. L. Hamlett
 Midway, Kentucky Female Orphan School: Superintendent Edgar C. Riley
 Newport High School: Principal James Lee Cobb
 Paducah, Tilghman High School: Principal Walter G. Jetton
 Paris City Schools: Superintendent Lee Kirkpatrick
 Paris High School: Principal F. A. Scott
 Pineville High School: Principal James C. Eddlemon
 Providence Public Schools: Superintendent Edwin R. Ward
 Richmond City Schools: Superintendent A. L. Lassiter
 Madison High School: Principal Jesse Moberly
 Model High School: Principal J. D. Coates
 Russell High School: Principal Harry M. Sparks
 St. Catherine Academy: Principal Sister Amadeus; Dean Sister Mary Paul
 St. Vincent Academy: Principal Sister Mary Leander Eiting
 Stanford High School: Superintendent Joe T. Embry
 Winchester High School: Superintendent Boswell B. Hodgkin

Louisiana

Alexandria, Bolton High School: Principal S. M. Brame
 Lake Charles High School: Principal G. W. Ford
 Mansfield High School: Principal I. C. Strickland
 New Orleans:
 Isidore Newman School: Director C. C. Henson
 Jesuit High School: Principal Joseph C. Mulhern

Sacred Heart High School: Sister M. Leontine, Principal; Sister M. Jovita
 St. Joseph School: Sister Vincent, Principal
 St. Mary's Dominican High School: Sister Mary Dominic, President; Sister M. Alexaidea Trouard, Dean; Sister Mary Clara Loria, Principal; Sister Mary Vincent; Sister Mary Thomas Fogarty
 Ursuline High School: Mother M. Agnes Coughlin
 Shreveport, St. Vincent's High School: Sister Magdalen Laine, Sister M. Dorothea McCants

Mississippi

Bay Saint Louis, Saint Stanislaus High School: Brother Alexis, Principal
 Biloxi High School: Superintendent George W. Ditto
 Canton High School: Superintendent J. M. Smyth
 Clarksdale High School: Superintendent H. B. Heidelberg
 Cleveland High School: Superintendent W. J. Parks
 Corinth High School: Superintendent Hal Anderson
 Greenville Senior High School: Superintendent Forrest W. Murphy
 Greenwood High School: Superintendent Edgar S. Bowlus
 Gulfport, Gulf Coast Military Academy: Principal J. E. Belka
 Jackson, Central High School: Principal J. L. Roberts
 Meridian High School: Superintendent H. M. Ivy
 Merigold High School: Superintendent Fred W. Young
 Scooba, Kemper County Agricultural High School: President Jackson M. Tubb, Dean Charles E. Crawford
 Vicksburg, Carr Central High School: Superintendent Homer V. Cooper
 Yazoo City High School: Superintendent Riley J. Koonce

North Carolina

Asheville, St. Genevieve-of-the-Pines Academy: Mother Margaret Potts, Principal; Mother L. F. Jannin, Dean
 Buie's Creek, Campbell College High School: President Leslie H. Campbell
 Gastonia High School: Principal Frank L. Ashley
 Greenville High School: Principal Vester M. Mulholland
 Montreat College High School: Dean Margaret Spencer
 North Wilkesboro High School: Superintendent Paul S. Cragan
 Oak Ridge Military Institute: Superintendent T. O. Wright
 Raleigh:
 Peace Preparatory School: President W. C. Pressly
 St. Mary's School: Mrs. Ernest Cruikshank, President
 Sanford High School: Principal Eugene R. Smith
 Wilmington, New Hanover High School: Principal Thomas T. Hamilton
 Wilson, Charles L. Coon High School: Superintendent Sidney G. Chappell, Principal John M. Hough

South Carolina

Charleston:
 Ashley Hall: Principal Mary V. McBee
 High School of Charleston: Principal Henry O. Strohecker
 Porter Military Academy: President Paul M. Thrasher
 Chester High School: Superintendent Myron E. Brockman, Principal Martin L. Banks, Jr.
 Columbia High School: Principal E. R. Crow

Greenville High School: Principal M. T. Anderson, Principal Marvin G. Gault
 McColl High School: Superintendent Harris A. Marshall
 Sumter High School: Superintendent William Henry Shaw

Tennessee

Baxter Seminary: President Harry Lee Upperman
 Bell Buckle, Webb School: Principal W. R. Webb
 Chattanooga:
 Baylor School: Headmaster Herbert B. Barks
 Central High School: Principal S. E. Nelson
 McCallie School: Headmaster S. J. McCallie
 Notre Dame High School: Sister Mary Agnes, Principal
 Clarksville High School: Principal Howard Kirksey
 Columbia Military Academy: Superintendent Clifton A. Ragsdale
 Franklin, Battle Ground Academy: Headmaster George I. Briggs
 Goodlettsville High School: Principal W. E. Lowe
 Knoxville High School: Principal W. E. Evans
 Lebanon, Castle Heights Military Academy: President Harry L. Armstrong
 Memphis:
 Christian Brothers College Academy: Brother I. Leo, Dean; Brother Hugh
 Miss Hutchison's School: Principal Mary G. Hutchison
 St. Agnes Academy: Sister Theodore
 Middleton High School: Principal Finis E. Sims
 Nashville Public Schools: Assistant Superintendent Lawrence G. Derthick
 Central High School: Principal Herbert T. Hays
 David Lipscomb College Preparatory School: President E. H. Ijams
 Duncan College Preparatory School: Principal Marvin T. Duncan
 Isaac Litton High School: Principal G. C. Carney
 St. Bernard Academy: Sister Mary Aquin, Principal; Sister Mary Josephine,
 Superior
 St. Cecilia Academy: Sister Anne Frances Semmes, Principal
 Ward-Belmont School: Principal Annie C. Allison
 Paris, E. W. Grove High School: Principal James A. Barksdale
 Rockwood High School: Superintendent Theodore R. Eutsler
 St. Andrew's School: Headmaster A. A. Koski
 Sewanee, St. Mary's School: Dean Edna Earl Shelton
 Springfield High School: Superintendent W. M. Overcash
 Sweetwater, Tennessee Military Institute: President Charles R. Endsley
 Tyner High School: Principal C. C. Burgner

Texas

Dallas:
 Highland Park High School: Principal Ben W. Wiseman
 Hockaday School: Dean E. H. Hereford
 Fort Worth, Our Lady of Victory Academy: Sister Maria, Principal; Sister Mary
 Beatrix, Dean
 Galena Park High School: Superintendent Walton Hinds
 Galveston, Ball High School: Principal Emeritus William A. James
 Huntsville High School: Superintendent R. M. Hawkins
 Orange High School: Registrar Terrell W. Ogg
 Port Arthur Public Schools: Principal T. Q. Srygley

San Antonio:

Central Catholic High School: Principal Henry C. Ringkamp

Incarnate Word Academy: Sister M. Polycarp, Principal

Our Lady of the Lake High School: Sister Mary Antonina, Principal

Virginia

Alexandria, George Washington High School: Principal H. T. Moncure

Buena Vista, Southern Seminary: Vice President Margaret D. Robey

Chatham:

Chatham Hall: Principal Edmund J. Lee

Hargrave Military Academy: President A. H. Camden

Danville, George Washington High School: Principal J. T. Christopher

Front Royal, Randolph-Macon Academy: Principal J. C. Boggs

Lynchburg, E. C. Glass High School: Principal Blake E. Isley

Newport News High School: Principal Lamar R. Stanley

Norfolk, Maury High School: Principal Arthur B. Bristow

Portsmouth, Woodrow Wilson High School: Principal Robert L. Sweeney

Radford City Schools: Superintendent Fred O. Wygal, Principal Lucien D. Adams

Roanoke, Jefferson High School: Principal John D. Riddick

Extra Territorial

Mexico, D. F.:

American School Foundation: Principal H. L. Cain

DELEGATES FROM MEMBER STATE DEPARTMENT OF EDUCATION

M. W. Carothers, State Department of Education, Tallahassee, Florida

Paul Eddy, State Department of Education, Tallahassee, Florida

William E. Pafford, State Department of Education, Atlanta, Georgia

Melvin E. Thompson, State Department of Education, Atlanta, Georgia

Robert R. Ewerz, State Department of Education, Baton Rouge, Louisiana

Joseph E. Gibson, State Department of Education, Baton Rouge, Louisiana

A. B. Combs, State Department of Public Instruction, Raleigh, North Carolina

J. Henry Highsmith, State Department of Public Instruction, Raleigh, North Carolina

James E. Hillman, State Department of Public Instruction, Raleigh, North Carolina

OTHER VISITORS

W. Morrison McCall, State Department of Education, Montgomery, Alabama

E. G. McGhee, Jr., State Department of Education, Montgomery, Alabama

W. L. Spencer, State Department of Education, Montgomery, Alabama

Mark Godman, State Department of Education, Versailles, Kentucky

E. R. Jobe, State Department of Education, Jackson, Mississippi

D. R. Patterson, State Department of Education, Jackson, Mississippi

Edward W. Rushton, State Department of Education, Columbia, South Carolina

F. M. Alexander, State Department of Education, Richmond, Virginia

J. L. B. Buck, State Department of Education, Richmond Virginia,

Appalachian State Teachers College, Boone, N. C.: President B. B. Dougherty,

Dean J. D. Rankin, Professor Chapell Wilson, Professor Edwin S. Dougherty

Ashland Junior College, Ashland, Kentucky: Dean O. B. Dabney

Barry College, Miami, Florida: Sister Mary DeLellis, Dean; Sister M. Anges Cecile
Brescia College, New Orleans, Louisiana: Mother M. Loretto Boland, President
Corpus Christi Junior College, Corpus Christi, Texas: President M. P. Baker,
Dean E. L. Harvin

Ferrum Junior College, Ferrum, Virginia: President James A. Chapman
Freed Hardeman College, Henderson, Tennessee: Dean Clifford P. Roland
Loretto Junior College, Nerinx, Kentucky: Sister Marie Lourde, Registrar
Louisiana State Normal College, Natchitoches, Louisiana: President Joe Farrar
McNeese Junior College, Lake Charles, Louisiana: Dean W. R. Cline
Madison College, Madison College, Tennessee: Vice President Floyd Bralliar,
Dean Howard J. Welch

Northeast Junior College, Monroe, Louisiana: Dean Clyde C. Colvert
Orlando Junior College, Orlando, Florida: President Judson B. Walker, Dean
Morris S. Hale

Palm Beach Junior College, West Palm Beach, Florida: Dean H. L. Watkins
St. Edwards University, Austin, Texas: Dean William H. Molony
Southeastern Louisiana College, Hammond, Louisiana: President J. Leon Clark,
Dean George W. Bond

University of Tampa, Tampa, Florida: President James E. Mooney
Walker Junior College, Jasper, Alabama: President Carl A. Jesse
Webber College, Babson Park, Florida: President John H. Sherman
Western Carolina Teachers College, Cullowhee, N. C.: President Hiram T. Hunter,
Dean W. E. Bird

Leeds High School, Alabama: Principal J. Wesley Vann
Mobile, Alabama, Bishop Toolen High School: Sister Marian Alberta, Principal
Montgomery, Alabama, Starke University School: Superintendent John M.
Vanderford

West Palm Beach, Florida, Rosarian Academy: Sister Jean Marie, Principal
Crosby Spec. Con. School, Mississippi: Superintendent Carl S. Wilson
Pascagoula High School, Mississippi: Superintendent Thomas R. Wells
Donelson High School, Tennessee: Principal John H. Tucker
Nashville, Tennessee, Hillsboro High School: Principal Medford P. Bowman
North Chattanooga, Tennessee, Red Bank High School: Principal Arthur P.
Stewart
Old Hickory, Tennessee, Du Pont High School: Principal C. P. Ferguson

Xavier University, New Orleans, Louisiana: Mother Agatha Ryan, President;
Dean M. C. D'Argonne; Sister M. Madeleine Sophie, Dean; Sister Mary Ignacia,
Professor; Sister M. Miguel, Professor

C. S. Marsh, Vice President, American Council on Education, Washington, D. C.
Charles E. Friley, President, Iowa State College, Ames, Iowa
R. D. Matthews, Middle States Association, University of Pennsylvania, Philadelphia,
Pennsylvania
S. H. Upham, North Central Association, Miami University, Oxford, Ohio
Sister Mary Michael, Marillac Seminary, Normandy, Missouri
Rev. Leo M. Byrnes, Diocese of Mobile, Alabama
Edward B. Rooney, Jesuit Educational Association, New York
R. E. Philbin, Diocese of St. Augustine, Florida

George J. Flanigen, Superintendent, Catholic Schools of Tennessee, Nashville, Tennessee

John O. Gross, Board of Education, Methodist Church, Nashville, Tennessee

Gould Wickey, General Secretary, National Conference of Church-Related Colleges, Washington, D. C.

Katherine Joan Brown, National Youth Administration, Nashville, Tennessee

Con T. Welch, National Youth Administration, Nashville, Tennessee

W. E. Armstrong, Commission on Teacher Education, Washington, D. C.

George Howard, Committee on Improvement of Negro Education, Tarboro, N. C.,

P. C. Smith, State School Book Commission, Columbia, S. C.

Laurens H. Seelye, Emergency Commission in Aid of Displaced Foreign Scholars, New York

Juliet J. Poynter (Science Hill School), Shelbyville, Kentucky

Virgil L. Bible, Knoxville, Tennessee

R. B. Lappin, Madison, Tennessee

Emily Wells Smith, Parents Magazine, New York

George W. Cox, College and Specialist Bureau, Memphis, Tennessee

Stewart Robertson, G. C. Merriam Co., Springfield, Mass.

Bruce W. Brown, Venable-Brown Co., Inc., Cincinnati, Ohio

C. W. Hague, Venable-Brown Co., Inc., Cincinnati, Ohio

Florence M. Rogers, The Tuition Plan, Inc., New York

Isabelle K. Varick, The Tuition Plan, Inc., New York

Minutes of the Forty-sixth Annual Meeting of the Association, Louisville, Kentucky, December 1-5, 1941

The Commission on Secondary Schools, on Institutions of Higher Education, and on Curricular Problems and Research were in session from December 1 through December 3. The reports of these three Commissions will be found on pages 124 to 174, 179 to 190, 194 to 216 of this issue of the *QUARTERLY*.

The official programs of the Association for Thursday, December 4, and Friday, December 5, with the theme "Interpretation of the Spirit of Democracy" were carried out. Dr. Whitley, President of the Association, presided at each meeting.

PROGRAM OF THURSDAY MORNING, DECEMBER 4, 1941

9:00 A.M.

CRYSTAL BALLROOM, BROWN HOTEL

1. Music—Theodore Ahrens Trade High School; Director, Frances Allen
2. Invocation—Very Reverend Elwood L. Haines, Dean Christ Church Cathedral, Louisville
3. Address*—"The Interpretation of the Spirit of Democracy—By the Family"—Headmaster S. J. McCallie, The McCallie School, Chattanooga, Tennessee
4. Announcements and Committee Appointments
5. Report on 1941 Work Conference of the Southern Association held at Sewanee—Chancellor O. C. Carmichael, Vanderbilt University, Nashville, Tennessee, and Professor Philip Davidson, Agnes Scott College, Decatur, Georgia
6. Presentation of Principal Emeritus W. A. James of Galveston, Texas (For many years an active member of commissions and committees of the Association)
7. Report of the Southern Association's fraternal delegate to the Middle States Association of Colleges and Secondary Schools—President C. C. Sherrod, State Teachers College, Johnson City, Tennessee
8. Address*—"The Interpretation of the Spirit of Democracy—By Religion"—President Umphrey Lee, Southern Methodist University, Dallas, Texas

* These addresses will appear in the May issue of the *QUARTERLY*.—Editor.

The following committees were appointed by President Whitley.

COMMITTEE APPOINTMENTS

COMMITTEE ON NOMINATIONS

Father P. A. Dagneau, Atlanta, Georgia
 Dean Ben F. Mitchell, Louisiana State University
 Principal J. L. Cobb, Newport, Kentucky
 President G. D. Humphrey, Mississippi State College
 Dean Clarence B. Collier, State Teachers College, Florence, Alabama

COMMITTEE ON RESOLUTIONS

Dr. C. C. Sherrod, East Tennessee State Teachers College
 Dr. Richard G. Cox, Gulf Park College
 Dr. Ralph W. Lloyd, Maryville College

AUDITING COMMITTEE

Dr. Howard J. McGinnis, East Carolina Teachers College
 Dr. R. C. Grier, Erskine College
 Dr. W. S. Allen, John B. Stetson University

REPORT ON 1941 WORK CONFERENCE

The following report on the Work Conference at Sewanee was presented by Dr. O. C. Carmichael, of Vanderbilt.

The Work Conference of 1941 which met at Sewanee, July 6-19, 1941, proved a valuable experience to those who participated in it. There was some skepticism on the part of those who were invited to the Conference with regard to the value of such a meeting. The results were beyond the expectation of those who planned the conference.

The group of seventy people was divided into five sub-sections which dealt with the five topics as follows:

- | | |
|-----------|-------------------|
| Group I | Instruction |
| Group II | Curriculum |
| Group III | Evaluation |
| Group IV | Guidance |
| Group V | Teacher Education |

Each of the groups worked faithfully and effectively. The results in the form of the final report have all been published in the *QUARTERLY*.

In most conferences much of the time is taken up with details of administration which have no direct relation to the fundamental problems of education. In the Southern Association there is a vast amount of work done by the several committees of the three Commissions. It is important work, indispensable to the program of education in the Southern States, but very little of the effort put forth by the various committees is directed toward understanding the more fundamental and vital problems of education on the several levels. The work of the Commissions is necessarily concerned with organization, with administration, standards, and procedures.

The great contribution which the Work Conference at Sewanee made to the thinking of those who participated was due to the fact that its effort was concentrated on real problems in higher education. By focusing effort on these problems some approach to their solution became clearer.

It is hoped that the Work Conference of 1942, which will be considerably larger than the one held last summer and will be composed much more largely of professors rather than administrators, will be able to use some of the conclusions of last summer as a starting point, and will find partial answers at least to some of the problems which concern those charged with the educational program in this region.

O. C. CARMICHAEL

Dr. Philip Davidson, of Agnes Scott, presented the following additional report on the Work Conference.

The membership of the Sewanee Work Conference was comprised almost entirely of college administrators. They did not convene to study college finances, declining endowments, athletic problems; they concerned themselves for two weeks with *teaching problems*. They broke up into five committees for the study of these special problems.

1. Improvement of Instruction
2. Modification of Curriculum and Degree Requirements
3. Evaluation
4. Guidance
5. Teacher Education and Certification

The two largest committees were those on improvement of instruction and curriculum. A joint statement of the two committees in a measure set the theme of the conference: "Liberal Education in a Democracy."

The conference committees agreed that American education is committed to the principles of democracy and that it is a primary object of education to promote the democratic ideal by imbuing youth with the respect for and loyalty to American traditions.

Education in a democracy, especially in a time of crisis, is so vital that every phase of it must be constantly improved. Of primary importance is the teacher, and the Conference committee eagerly attacked the problem of how to improve college instruction. Its enthusiasm reached crusading proportions.

Frankly recognizing in its final report that the best results will come when the objectives of education have been clarified and the entire educational system improved, and when more efficient methods of selecting, training, and subsequently testing college teachers have been devised, the Committee believed that we can get better results with out present equipment, students, and teachers than we are now getting. The results will depend upon the purposive and cooperative efforts of both faculty and administration.

Selecting nine methods for final listing, the Committee had previously canvassed in its discussions a great many ways of raising the level of college instruction. In its discussions and final report, the Committee found four recurrent:

1. The announced policy that the administration regards good teaching as the first responsibility of the teacher and will reward it by promotion, salary increase, and other stimulating means.

(The Committee felt that in the past rewards had come primarily for research or administrative ability, and that too many good teachers had been promoted

out of teaching into administration. In some instances, good teaching might demand more research activity on the part of an individual teacher, in others less. In all cases, the first responsibility is good teaching, and it is that which should be rewarded.)

2. The encouragement of faculty self-improvement in as great a variety of ways as the resources of the institution permit.

(The Committee suggested three: there are many others. Some teachers may need to do more general, others more specialized reading. Some may need to visit and travel more, others may need to stay at home and tend to their business. Wise administration will aid a teacher in self-improvement in the proper direction.)

3. Periodic restatement by faculty members of their objectives—course, departmental, educational.

(The Committee felt it of great consequence that faculty members restudy periodically and frequently what they are teaching and why. Faculty realization that the true aims of instruction include far more than the imparting of knowledge and skills is of first importance.)

4. Constant study by faculty members of teaching problems and methods.

(Just as teachers should concern themselves with what they are teaching and why, so should they take counsel with themselves and with others on the best methods of attaining their objectives. By counseling with younger instructors, by departmental and faculty conferences on teaching problems, and by provision for evaluation and stimulation from others, the routine pattern of mediocrity can be broken and the teacher who is already doing a good job will be eager to do a better one.)

College teaching, even that being well done, can undoubtedly be improved. The first Sewanee Conference made a start by analyzing the problem. The second Sewanee Conference should be able to make definite stimulating proposals for improving the quality of instruction.

PHILIP DAVIDSON

President Charles C. Sherrod presented his report as fraternal delegate to the Middle States Association:

REPORT OF SOUTHERN ASSOCIATION'S FRATERNAL DELEGATE TO THE MIDDLE STATES ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

Serving as your fraternal delegate to the Middle States Association of Colleges and Secondary Schools, which convened in Atlantic City on Thursday and Friday, November 21 and 22, was a genuine pleasure. Your delegate was graciously received and hospitably entertained. In fact, he was cared for so well that he feels the "let-down" in finding himself only "one of the members" of this Association.

In sitting through the various sessions of that Association one was impressed with both the similarities and dissimilarities with the procedure of his own Association. To begin with, one's attention was called to the absence of the meetings of the Commissions. It is the custom of the Middle States Association to have their Commissions meet during the year for their deliberation and actions rather than at the time of the meeting of the Association, which lasts less than a day and a half. One is constrained to inquire whether or not much was lost on the part of the whole Association by being deprived of the discussions through democratic processes.

In the second place, it is customary of the Middle States Association to hold its business session at the beginning of the meeting rather than at the close. The Association opens its first session with the report of the Secretary and then follows in order the reports of the Treasurer, the Commission on Institutions of Higher Education, the Commission on Secondary Schools, and the College Entrance Examination Board. The report of the last, namely, the College Entrance Examination Board, would be a novelty in the area of the Southern Association. Probably our competition for numbers would be as much a novelty to the members of that Association.

A most commendable feature of their program, in the language of a printer, was the evidence of plenty of light, both as to the number of speakers appearing on the program and what each had to say. Ample time was allowed for presentation and discussion of the assigned topics.

The theme of the Association was "Education and the National Welfare." Papers were presented in an attempt to show what general education has to contribute, what contribution the junior college is making and can make, what the humanities and the sciences may contribute. The speakers stressed the need and importance of returning to the spiritual as a fundamental condition necessary to the solution of many of the perplexing problems of today. Only on such a basis may the nation hope to build its superstructure of general welfare. Some of the speakers emphasized the necessity of holding up before youth, both by precept and example, a "bill of duties and responsibilities" to their own communities and the nation, as well as the familiar "Bill of Rights" as set forth in our Constitution.

Finally, as splendid as the program of the Association was, probably no part of it surpassed the "conference on procedures for evaluating secondary schools" which was held by the Commission on Secondary Schools at the close and immediately following the adjournment of the Association on Saturday morning. That conference was led by Dr. R. D. Matthews, Chairman of the Commission and, incidentally, the fraternal delegate to this Association, and a small group of persons representing various agencies concerned with the evaluation of secondary schools. The discussions were spontaneous, democratic, highly professional, and very constructive. Judging from the response of the group the Cooperative Study in the area of the Middle States Association is proving to be a much worthwhile activity of the Commission on Secondary Schools. Reports showed that more than 100 secondary schools were studied and evaluated in the area last year by more than 1,000 committeemen, not to mention the thousands of faculty members who were studying their own schools, preliminary to inviting a committee of the Commission to come and devote two or three days in a cooperative study of the school as a basis for evaluation. After listening to the discussions, one is convinced that a great educational program of constructive "in-service training" is in progress in the secondary schools of the Middle States Association of Colleges and Secondary Schools.

PROGRAM OF THURSDAY AFTERNOON, DECEMBER 4, 1941,
2:00 P.M.

CRYSTAL BALLROOM, BROWN HOTEL

1. Music—Combined Chorus, duPont Manual Training High School and Louisville Male High School—"Ballad for Americans." Latouche-Robinson—Soloist, Clarence Smith; Director J. Bertram Harmon
2. Invocation—Dr. Charles W. Welch, Pastor of the Fourth Avenue Presbyterian Church, Louisville

3. Address*—"The Interpretation of the Spirit of Democracy—By Industry"—Mark Ethridge, Vice-President and General Manager
Courier Journal and Louisville Times
4. Announcements
5. Election of Officers
6. Presentation of Dr. E. A. Bechtel of Tulane University. (former member of the Executive Committee and Secretary of the Association and for many years a member of the Commission on Higher Education)
7. Presentation of Dean T. A. Hendricks, of Berea College (for many years an active member of commissions and committees of the Association)
8. Part of Report of Executive Committee pertaining to Georgia schools—Dr. Shelton Phelps, Secretary
9. Address*—"The Importance of Teacher Education in the Present National Crisis"—President George A. Selke, State Teachers College, St. Cloud, Minnesota
10. Presentation of Dr. C. B. Wallace of Wallace University School (President of the Association 1906-1907; from the earliest years of the Association active in building standards for secondary schools)
11. Presentation of Professor Edwin Mims, Chairman, Department of English, Vanderbilt University. [As a representative of Trinity College (Duke University) at the organization meeting of the Southern Association, he is now the only living person from that group. †]

Dr. B. F. Mitchell presented the report of the Committee on Nominations.

REPORT OF THE COMMITTEE ON NOMINATIONS

The Committee on Nominations respectfully submits for action of the Association the following names:

President: M. E. Ligon, Professor of Secondary Education, University of Kentucky

First Vice President: Fred C. Frey, Dean of the University, Louisiana State University

Second Vice President: E. W. Knight, Professor of the History of Education, University of North Carolina

For membership on the Executive Committee: A. J. Geiger, Principal, St. Petersburg High School; Father Andrew Smith, Dean of Spring Hill College.

Respectfully submitted,

P. H. DAGNEAU

J. L. COBB

G. D. HUMPHREY

CLARENCE B. COLLIER

B. F. MITCHELL, *Chairman*.

* These addresses will appear in the May issue of the QUARTERLY.

† President H. N. Snyder of Wofford College also attended the organization meeting as a visitor although Wofford did not at the time become a member.

The report of the committee was accepted and the nominees unanimously elected by the Association.

President Shelton Phelps of Winthrop College, as Secretary of the Association, read as a part of the report from the Executive Committee the report received from the special committee appointed to investigate and report on the University System of Georgia. The report follows.

REPORT ON UNIVERSITY SYSTEM OF GEORGIA

The Committee of the Southern Association of Colleges and Secondary Schools appointed to investigate the situation in the University System of Georgia, had a preliminary meeting in Birmingham, Alabama, on September 29, 1941, for the purpose of considering the evidence then in hand, and to consider what steps should be taken to insure full and accurate information on the problem. At this meeting it was decided to hold a hearing in Atlanta on November 3 and 4 to which all members of the Board of Regents and all presidents of colleges belonging to the Association would be invited. The Committee further agreed that other organizations wishing to investigate the matter would be welcome to sit in with the committee and participate in the hearing. The hearing began at the Ansley Hotel, Atlanta, at 9 A.M., November 3, 1941, with the following men, in addition to the Committee, present: President Ray Lyman Wilbur and Dr. William D. Cutter representing the Council on Medical Education, Dean Arthur T. Martin representing the American Association of Schools of Law, Dean H. C. Horack representing the American Bar Association, President Theodore Jack representing the Phi Beta Kappa Society, President C. C. Sherrod representing the American Association of Teachers Colleges, President S. H. Whitley of the Southern Association, and Mr. M. C. Huntley, Executive Secretary of the Commission on Institutions of Higher Education.

The following groups were interviewed in the course of a two day hearing: a committee from the Board of Regents of the University System of Georgia, a committee of alumni of the University of Georgia, a committee of alumni of the Georgia School of Technology, a committee of students of the University of Georgia, a committee of students of the Georgia School of Technology, Chancellor Sanford, President Caldwell, President Brittain, President Pittman, President Gates, several other individuals who asked to be heard, and a committee of local educators not connected with the University System who were requested by the committee to appear before it: Supt. Willis A. Sutton of the Atlanta Public Schools, President J. R. McCain of Agnes Scott College, and Vice President Goodrich C. White of Emory University. The committee was in session for the hearing a total of more than fifteen hours. In addition to the reports heard on November 3rd and 4th, the committee had before it a fairly complete newspaper file covering the actions of the Board of Regents and the Governor from May 30 to December 1, 1941, and an analysis made by Mr. Huntley based upon a thorough study of the situation.

After considering all the data the committee respectfully submits the following findings:

1. That Governor Talmadge requested the Board of Regents to dismiss Dean Walter D. Cocking, head of the Department of Education at the University of Georgia on May 30, 1941, though he was recommended for reappointment by President Caldwell and Chancellor Sanford. Upon the refusal of the Board to do so, he gave notice that he would prefer charges, and the date of the trial was set for June 16. After a trial lasting five hours, Dean Cocking was ex-

operated of all charges by a vote of 8 to 7, and appointed for another year, effective September 1, 1941.

2. The Governor immediately thereafter denounced the action of the Board of Regents, gave notice of a rehearing, and set about to change its personnel. Three of his own appointees who voted against his wishes were asked to resign on the ground of illegal appointment. Failing to secure the resignations of these men he turned to others who opposed his wishes, and finally obtained three resignations. He then appointed three new members. Thus the Board of Regents was reconstituted for the specific purpose of serving the Governor's will.

3. He then notified Dean Cocking that he would be tried again despite the fact that he had been exonerated on June 16, and that the trial was set for July 14. President Marvin Pittman of Statesboro, who was recommended for reappointment by Chancellor Sanford, was also summoned to appear on this date for his trial, which had been postponed from June 16.

4. From the record it is clear that these trials were a mockery of democratic procedure. As if to crown this act of injustice the motion to vote on the validity of the evidence submitted was lost by a vote of 10 to 5, and Dean Cocking and President Pittman were dismissed by the same vote.

After examining a great body of evidence the committee is convinced that the charges preferred against Dean Cocking and President Pittman were either spurious or entirely unsupported by the evidence.

5. In addition to Dean Cocking and President Pittman who were dismissed after hearings, the following members of the staff of the University System of Georgia were dismissed without hearings, and, in the judgment of the committee, without adequate reasons or due notice:

Dr. J. Curtis Dixon, Vice Chancellor of the University System.

Dr. C. M. Destler, Chairman, Division of Social Science, Georgia Teachers College.

Miss Mamie Veazey, Dean of Women, Georgia Teachers College.

Miss Jane Franseth, Assistant Professor, Laboratory School and Field Service, Georgia Teachers College.

Mr. P. D. Bush, Professor of Social Science, North Georgia College, Dahlonega.

Mr. R. E. Davis, Beef Cattle and Sheep Specialist, Department of Agricultural Extension, Athens.

Mr. J. A. Evans, Administrative Assistant, Department of Agricultural Extension, Athens.

Mrs. Lela R. Mize, Department of Agricultural Extension, Athens.

There are possibly others whose names should appear on this list, but only these were considered in detail at the hearing.

6. At the Georgia School of Technology, Mr. D. I. Barron was elected to the position of Dean of Men without the recommendation of either President Brittain or Chancellor Sanford. The fact that he did not accept the position does not in any way alter the conviction of the Committee that the Board of Regents of the University System of Georgia has violated sound educational policy in this appointment as in the dismissals listed above.

7. Another feature of the situation in the University System of Georgia which adds seriously to the difficulty of insuring proper educational administration is the fact that the Governor under the statutes of the State has the authority to modify in any way he sees fit the budget as adopted by the Board of Regents. He can delete or modify any item of expenditure or remove any individual from the pay roll without the Board's approval. It is thus possible for one man to nullify the Board's action by refusing to approve any individual or item. Arbitrary

trary power of this kind in the hands of any individual or agency is a threat to sound procedure in the operation of an educational system.

8. The Committee was impressed with the earnestness of the Chairman of the Board of Regents and of other members that appeared before it; but it is clear from the facts stated above that if the Governor is opposed to the action of that body in the appointment of personnel, he can veto it by striking the name or names from the payroll and thus prevent any appointment which he may oppose. That the Governor is willing to exercise this power is clearly demonstrated by the fact that he stated through the newspapers that Dean Cocking would not return to his position in the University of Georgia at the time when the Chairman of the Board of Regents was in communication with Dr. Cocking regarding his reinstatement.

Conclusion

In the light of all the evidence the Committee is forced to conclude that the University System of Georgia has been the victim of unprecedented and unjustifiable political interference; that the Governor of the State has violated not only sound educational policy, but proper democratic procedure in insisting upon the resignation of members of the Board of Regents in order to appoint to that body men who would do his bidding; that the Board of Regents has flagrantly violated sound educational procedure in dismissals and appointment of staff members; that every institution in the System is profoundly affected by the precedents established and by the actions already taken whether any of its staff has been dismissed to date or not; that there can be no effective educational program where this condition exists; that in view of the actions of the Board of Regents of the University System of Georgia which brought about this condition, and in view of its dependence upon the concurrence of the Governor in matters vital to the operation of the System, the Board of Regents does not appear to be an independent and effective educational board of control.

The Committee, therefore, recommends that the following institutions be dropped from membership in the Southern Association of Colleges and Secondary Schools:

Georgia School of Technology, Atlanta, Ga.
 Georgia State College for Women, Milledgeville, Ga.
 Georgia State Woman's College, Valdosta, Ga.
 University of Georgia, Athens, Georgia.
 Georgia Teachers College, Collegeboro, Ga.
 Georgia Southwestern College, Americus, Ga.
 Middle Georgia College, Cochran, Ga.
 North Georgia College, Dahlonega, Ga.
 South Georgia College, Douglas, Ga.
 West Georgia College, Carrollton, Ga.

It recommends further that this suspension take effect September 1, 1942, and continue until removed by vote of this Association at its next or later annual meeting on recommendation of the Executive Committee and of the Commission on Institutions of Higher Education.

December 3, 1941

Respectfully submitted,

ALEXANDER GUERRY

JOHN J. TIGERT*

O. C. CARMICHAEL, *Chairman*

*President Tigert was appointed to succeed President Richard C. Foster, of Alabama, upon the latter's death.—EDITOR.

Dr. Shelton Phelps, Secretary of the Association, read the report and moved its adoption. The motion was seconded by President Harris of Tulane. The motion was unanimously adopted.

PROGRAM FOR ANNUAL BANQUET, 6:00 P.M.

CRYSTAL BALLROOM, BROWN HOTEL

Toastmaster: President B. L. Parkinson, Mississippi State College for Women; Vice-President, Southern Association of Colleges and Secondary Schools

1. Invocation—Professor Kyle M. Yates, Southern Baptist Theological Seminary, Louisville
2. Music—Orchestra, Shawnee High School; Director, Albert M. Sego
Deep River Echos Chorus; Director, R. Lillian Carpenter
3. President's Address
4. Address*—"The Interpretation of the Spirit of Democracy—By the
Schools"—President Charles E. Friley, Iowa State College, Ames, Iowa

PRESIDENT'S ADDRESS

President Sam H. Whitley presented the annual address of the President.

The President's annual address at the meetings of the Southern Association of Colleges and Secondary Schools seems to be more or less a fixed or perfunctory sort of thing. I do not know of any particular reason why there should be a President's annual address unless it be merely an act of following precedents. It may be that at some time in the past some president accumulated experiences that were worthwhile to the Association in general. I have no doubt that this has been the case. Perhaps it should be so now. At any rate, the President's address tonight will consist briefly of a few observations which I hope may be helpful to the work of the Association.

The constitution of this Association assigns three definite duties to the President. First, "The president shall prepare a program for the annual meeting of the Association." I have done this. How well the job has been done, you are to judge. Second, "He shall preside at the meetings of the Association." I have tried to do this. How well I have succeeded, you are to be the judge. Third, "... and act as chairman of the Executive Committee." I have tried to do this. How well I have succeeded, you must be the judge. Evidently the biggest assignment made to the President of the Association is that of building a satisfactory and adequate program for the annual meeting. This is no small responsibility. I have had plenty of help offered by entertainers, entertaining bureaus, lyceum offices, independent lecturers, self-serving politicians, and many other groups more or less known to the academic world. I have not availed myself of any of the opportunities that have been offered to use these entertainers. I have tried to build a program this year around a topic of nationwide interest.

* Dr. Friley's address will appear in the May issue of the *QUARTERLY*.

The first thing for the President of the Association to do, of course, is to select a theme for the meeting. Assuming that this can or has been done satisfactorily, the next problem is to organize the speeches and addresses on the theme of the meeting so as to make the best program possible. It is a tremendous responsibility to select the best people available for different parts on the program for a meeting of this sort. This year the general theme of the meeting is, "The Interpretation of the Spirit of Democracy." I felt that we should have such an interpretation from every cross section of the life of the American people. On account of the length of time devoted to the annual program, however, I found that it was not possible to have every cross section of American life represented, consequently I selected the following phases of American life to appear on this program: "Interpretation of the Spirit of Democracy by the Home, by Religion, by Industry, by Politics, and by the School." I very keenly felt that there should be an "Interpretation of the Spirit of Democracy by Labor," for it seems to me that we have had recent evidence of the fact that one of the big problems in a democracy is to maintain an equilibrium between capitalism on the one hand and labor on the other. I feel that the colleges and public schools of America have too long failed to appreciate the keen relationship that exists between industry and labor. Consequently, I did desire very much to have this phase of the Spirit of Democracy presented to this Association. Circumstances were such, however, that at the very last moment this phase of our program had to be given up.

In the second place, I wish to make this observation: There is in the constitution and standards of this Association little definiteness with reference to the general policies of the Association affecting universities and colleges and high schools in so far as the administration of these institutions is concerned. This statement is based pretty largely upon the experience of the Association in dealing with its member institutions and with those institutions that may desire to become members in the future. It is true that the standards affecting colleges and the standards affecting high schools are fairly definite with reference to physical plants, faculty preparation and load, student load, libraries, laboratory provisions, but there are a lot of indefinite assumptions that have to be made with reference to general administrative policies. Naturally, it is to be assumed that those who have formulated the constitution, and those who have worked up the standards for the different commissions have felt that good judgment would prompt the performance of many things that are unexpressed, but it is human to err; it is human to make mistakes, and I have a definite feeling that it would be a mighty fine thing if this Association would formulate a statement of policy with reference to administration in general as it affects especially the colleges and high schools of the South. To be more specific, questions of political interference oftentimes arise, and the tendency of late has been for more and more political dictation in the operation of state supported colleges and oftentimes in the administration of privately endowed institutions. What constitutes a satisfactory system of administration for institutions of higher learning maintained at public or at private expense? There is no one that doubts the wisdom of strict accounting on the part of college administrators in the handling of funds either private or public, but there is vast room for speculation and sometimes of practices in the administration of a college.

In the third place, as your president for this year, I have been impressed very greatly by the complete harmony that has permeated every activity of the Southern Association. I think this is as it should be. When the Work Conference met in Sewanee during the summer of 1941, there seemed to be at the beginning an impression that somebody had an axe to grind; that somebody had something to put over; that one type of institution wanted to get the advantage of another type of institution. But the Work Conference had not been in session more than three days until everybody present became convinced that the Conference was held for the purpose of rendering

constructive help and assistance in the solution of all college problem, and so I take this occasion tonight to express the hope that this same spirit of harmony and cooperation will pervade the councils of this Association in all of its phases of activity for education. I see no reason why the personnel of the Executive Committee should have any suspicions concerning the personnel of any of the other commissions, neither should there be any doubt in the minds of the other commissions as to the good intentions of the members of the Executive Committee; but the four committees representing the activities of this Southern Association have during the past year and should in the future continue to act with utmost confidence with respect to the motives and work of each other. We all have a common problem to solve, a task of common meaning confronting all of us—and that is to provide the very best system of secondary and college education that is possible to provide southern youth; and if we hope to illustrate or to describe "The Spirit of Democracy" it should be done in the spirit of harmony.

There is a tremendous responsibility resting upon this Association. There is still a greater responsibility resting upon the member institutions in this, the greatest world crisis of modern times, and if the colleges and high schools hope to justify the confidence that has been reposed in them by the citizenry of America, who have provided liberally for the maintenance of these institutions, then we must subordinate individual differences and work in harmony in order that we may move forward in the great work of educating the common classes of people.

In this connection, I cannot refrain from making another suggestion which makes for harmony. We have in the United States of America too many rating agencies. This is due, in my judgment, to a large extent, to the fact that the regular rating agencies such as this have not always taken other and neighboring rating agencies into their confidence as they should. It was my opportunity to sit in on the hearings of the investigating committee of this Association on the Georgia situation. One of the most satisfying results of this investigation was that it was a joint investigation by the Southern Association, by the American Association of Teachers Colleges, by the American Medical Association, by Phi Beta Kappa, by the Association of American Law Schools, by the American Bar Association, and by other interested groups. Regardless of how the Georgia case may be settled, a most gratifying result of the investigation has been joint action of different agencies throughout America in arriving at a solution of the problem. This is what I mean by harmony, by cooperation, and by friendly participation by all school agencies throughout the United States in the settlement of problems of current interest. Personally, I hope to see the time come when there will be only one rating agency for Southern colleges and secondary schools, and that will be the Southern Association of Colleges and Secondary Schools. Somehow or other, I have the conviction that before the teachers colleges, for instance in the Southern states, can be eligible for membership in the American Association for Teachers Colleges, they should first maintain membership in the rating agency of their territory. The same thing should be true also of the Association of American Colleges and Association of American Universities. Membership in the regional association should also be the condition for membership in the American Association of University Women, and so on. But I feel that I have already said too much.

The Southern Association of Colleges and Secondary Schools has now been in existence for a period of forty-six years. This Association has worked with foresight, with discretion, and with good judgment for the promotion of education in the Southern states. It has done it with a clear-cut vision of its duty and responsibility; it has done it with an eye single to one purpose, and that is, "to establish helpful relations between the secondary schools and the institutions of higher education

within the territory of the Association, and to consider all subjects that tend to the promotion of their interests."

PROGRAM OF FRIDAY MORNING, DECEMBER 5, 1941,

9:00 A.M.

CRYSTAL BALLROOM, BROWN HOTEL

1. Music—Chorus, J. M. Atherton High School for Girls; Director, Irma Huckriede
2. Invocation—Rabbi Joseph Rauch, Adath Israel Temple, Louisville
3. Announcements
4. Fraternal Delegate from the Middle States Association of Colleges and Secondary Schools, Dr. Roderick D. Matthews, University of Pennsylvania; Executive Secretary of Commission on Secondary Schools
5. Fraternal Delegate from the North Central Association of Colleges and Secondary Schools, President A. H. Upham, Miami University, Oxford, Ohio; Vice-Chairman of the Commission on Institutions of Higher Education
6. Report of Joint Committees on Uniformity and Reciprocity in Teacher Training and Requirements of the Southern Association of Colleges and Secondary Schools and The Southern University Conference—Dr. Alexander Guerry, University of the South; Dr. W. R. Smithey, University of Virginia; and Dr. R. E. Jagers, Director of Study and Director of Secondary Education, Frankfort, Kentucky.
7. Report of Commission on Secondary Schools—Mr. E. R. Jobe, State High School Supervisor, Jackson, Mississippi, Chairman
8. Report of Commission on Institutions of higher Education—President Rufus C. Harris, Tulane University, New Orleans, Louisiana, Chairman.
9. Report of Commission on Curricular Problems and Research—Professor Edgar W. Knight, University of North Carolina, Chapel Hill, Chairman
10. Report on College Entrance Examination Board—Mr. Spencer McCallie, Chattanooga, Tennessee
11. Report of Secretary-Treasurer—President Shelton Phelps, Winthrop College, Rock Hill, South Carolina
12. Business Session:
 - a. Report of Committees
 - b. Unfinished Business
 - c. New Business
 - d. Resolutions
13. Adjournment

REPORT OF THE COMMISSION ON SECONDARY SCHOOLS

Mr. E. R. Jobe, Chairman, presented the report of the Commission on Secondary Schools.

The purpose of this report is to call attention to significant features of the work of the Secondary Commission which come to light in the conduct of the activities of the Commission, in the work of its various committees, and in the program and discussions which were presented at the open sessions at the convention. The details of accreditation and of personnel have been presented to the Executive Committee and they will appear in a later report to the Association.

In the deliberations and official actions of the Commission and of its Central Reviewing Committees there has been manifested a definite policy of directing the power and prestige of the Association toward the stimulation of the secondary schools for the improvement of their own educational programs and particularly toward self study and improvement based on the results of studies and research. Some illustrations of this tendency follow:

1. The Central Reviewing Committee encourages the several state committees to advise and counsel with schools in clearing up or correcting minor deficiencies, thus leaving the Reviewing Committees free to devote more time to the consideration of matters of policy and to consideration of the broader and more significant problems concerning secondary education in this area. For three days prior to the opening session of the Commission the Reviewing Committee for Public Schools gave attention to the development of policies and standards and the application of these policies and standards to the schools.

2. The Committee on the Use of the Evaluative Criteria has made a survey of both member and non-member schools of the South as to the extent of use of the materials of the Cooperative Study of Secondary School Standards. This survey reached 6,000 schools and brought to light suggestions as to many varied uses of the criteria and also as to possible changes or additions to the criteria. The tremendous stimulative value of this instrument has received wide recognition in all the states.

3. A most significant feature of the work of the Commission is the joint activity in which it participates with the other two Commissions. In connection with the Commission on Curricular Problems and Research a joint meeting was held at which time a full report of the Southern Association Study in Secondary Schools and Colleges was made. A high point in this report was the appearance of five pupils from the LaFayette High School, Lexington, Kentucky, one of the thirty-three participating schools. These youngsters answered questions and gave information regarding the instructional program provided in their school in a most entertaining and enlightening manner. A continuation of advantageous cooperation between the Commissions in support of this study was assured.

For a number of years the Committee on College Freshmen Achievement has worked on the problem of following up the graduates of member schools and reporting their college success. In order to expand the usefulness of this Committee and to increase the range of its activities, the cooperation of the Commission on Higher Institutions has been sought and obtained. Among activities to which this enlarged Committee on Guidance and College Freshmen Achievement will devote attention are informing high school principals of the progress of their freshmen students in college, promoting programs of guidance in both high school and college, developing better application blanks for admission to college.

4. The Committee on Libraries including in its membership representatives from the other Commissions is carrying forward the work of approving schools for the training of librarians, and of stimulating schools to a wider use of library materials.

Finally, the Chairman of the Secondary Commission believes that this meeting has been one of harmony and worthwhile activity. He wishes to thank publicly all members who have contributed most generously of time and effort and encouragement.

Respectfully submitted,

E. R. JOBE, *Chairman,*
Commission on Secondary Schools

The following reports from the Commission on Secondary Schools were read and adopted.

RECOMMENDATIONS OF THE COMMISSION ON SECONDARY SCHOOLS TO FILL
VACANCIES ON STATE COMMITTEES

Alabama

J. M. Malone, Birmingham-Southern College, Birmingham, who has served one full term, to succeed himself
Dr. Paul Terry, University of Alabama, Tuscaloosa, to succeed Dr. Gladstone H. Yeuell who has served two full terms and is ineligible for reelection

Florida

Father Ernest, St. Leo Academy, who has served one full term, to succeed himself
Carl C. Strode, Principal, Sarasota High School, Sarasota, to succeed W. R. Thomas, who has served two full terms and is ineligible for reelection
J. H. Workman, Principal, Pensacola High School, to succeed Vivian Gaither, who has served two full terms and is ineligible for reelection
M. R. Hinson, Florida State College for Women, Tallahassee, who has served one full term, to succeed himself

Georgia

J. L. Yaden, Superintendent Moultrie City Schools, Moultrie, to become chairman
E. M. Highsmith, Mercer University, Macon, to fill unexpired term of M. E. Thompson
W. E. Pafford, State High School Supervisor, Atlanta, Georgia to fill unexpired term of J. Harold Saxon

Kentucky

Robert B. Clem, Shawnee High School, Louisville, to succeed W. S. Milburn, who has served two full terms and is ineligible for reelection
M. E. Ligon, University of Kentucky, Lexington, Kentucky, to fill unexpired term of J. D. Williams, Chairman, resigned, and to become chairman
Walter C. Jetton, Tilghman High School, Paducah, to succeed A. B. Crawford, member-at-large, who has served two full terms and is ineligible for reelection.

Louisiana

I. C. Strickland, Mansfield High School, Mansfield, to become chairman
E. L. Alberson, Principal, Fair Park High School, Shreveport, to succeed R. E. Chaplin, member-at-large, who has served two full terms and is ineligible for reelection

Mississippi

- J. O. Snowden, Superintendent, Columbia Public Schools, Columbia, to succeed R. J. Koonce, who has served two full terms and is ineligible for reelection

North Carolina

- J. Henry Highsmith, State Department of Public Instruction, Raleigh, to succeed himself and continue as chairman
 Charles F. Carroll, Jr., Superintendent High Point High School, High Point, to succeed J. H. Rose, who has served two full terms and is ineligible for reelection
 W. H. Plemmons, Principal, Lee H. Edwards High School, Asheville, member-at-large, who has served one full term, to succeed himself

South Carolina

- J. McTyeire Daniel, University of South Carolina, Columbia, who has served one full term, to succeed himself and continue as chairman
 E. W. Ruston, State High School Supervisor, State Department of Education, Columbia, to succeed W. D. Nixon on leave
 Fred C. Cox, Principal, Orangeburg High School, Orangeburg, to succeed M. B. Wilson, who has served two full terms and is ineligible for reelection
 O. B. Cannon, Superintendent Public Schools, Newberry, to succeed J. S. Agnew, member-at-large, who has served two full terms and is ineligible for reelection

Tennessee

- R. R. Vance, State High School Supervisor, State Department of Education, Nashville, to succeed himself and continue as chairman
 F. S. Elliott, Principal, Whitehaven High School, Whitehaven, to succeed Miss Sue Powers who has served two full terms and is ineligible for reelection
 William M. Alexander, Professor of Secondary Education, University of Tennessee, Knoxville, to succeed R. F. Thomason who has served two full terms and is ineligible for reelection

Texas

- J. W. O'Banion, Chairman, Chief Supervisor of High Schools, State Department of Education, Austin, to succeed himself
 J. J. Delaney, Schreiner Institute, Kerrville, who has served one full term, to succeed himself
 J. G. Umstadd, University of Texas, Austin, who has served one full term, to succeed himself
 R. M. Hawkins, Head of Training School, Sam Houston State Teachers College, and Superintendent of Public Schools, Huntsville, to succeed T. D. Brooks, member-at-large, whose term expires and who has served two full terms

Virginia

- Walter Flick, Washington and Lee University, to become chairman
 A. M. Jarman, University of Virginia, Charlottesville, whose term expires, to succeed himself
 Lamar R. Stanley, Principal, Newport News High School, Newport News, who has served one full term, to succeed himself
 Henry T. Moncure, Principal, George Washington High School, Alexandria, to succeed J. D. Riddick, member-at-large, who has served two full terms and is ineligible for reelection

OFFICERS OF THE COMMISSION ON SECONDARY SCHOOLS FOR 1941-42

Chairman: Father Joseph B. Bassich, S.J., Loyola University, New Orleans, La.
 Vice Chairman: E. R. Jobe, State High School Supervisor, State Department of Education, Jackson, Mississippi
 Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee

REPORT ON SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN, NOT REPORTING, OR RE-ORGANIZED

(See pages 167-169, "Report of the Commission on Secondary Schools," this issue of the QUARTERLY.)

REPORT ON SCHOOLS ADDED

(See pages 167-170, "Report of the Commission on Secondary Schools," this issue of the QUARTERLY.)

SUMMARY OF ACCREDITED SCHOOLS—PUBLIC AND PRIVATE, 1941-42

(See page 129, "Report of the Commission on Secondary Schools.")

REPORT OF THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION TO THE EXECUTIVE COMMITTEE OF THE SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS*

President Rufus C. Harris, Chairman, presented the report of the Commission on Institutions of Higher Education.

The Commission on Institutions of Higher Education submits the following recommendations:

1. That Louisiana State University be removed from probation and restored to unconditional membership in the Association.
2. That Louisiana State Normal College be readmitted to membership in the Association.
3. That Mississippi Southern College be continued on probation.
4. That the following institutions, formerly holding conditional membership, be restored to good standing in the Association:

Emory and Henry College
 Louisiana College
 Spring Hill College

5. That Berea College be placed on conditional membership for failure to meet the standards of the Association.

6. That Wesleyan College be placed on probation for failure to meet the standards of the Association.

7. That the following institutions be continued on probation:

Judson College
 Lynchburg College

* See pages 180 ff., this issue.

8. That the following colleges be dropped from membership in the Association for continued failure to meet the standards of the Association, the action to be effective September 1, 1942:

Brenau College
Trinity University

9. That the following junior colleges be accepted for membership in the Association:

Gordon Military College, Barnesville, Georgia
Northeast Junior College, Monroe, Louisiana
Snead Junior College, Boaz, Alabama
Campbell Junior College, Buie's Creek, North Carolina

10. That Andrew College, Cuthbert, Georgia be continued on probation.

11. That the following junior colleges be continued on the conditional membership list:

Bethel Woman's College, Hopkinsville, Kentucky
Pearl River Junior College, Poplarville, Mississippi
Young L. G. Harris Junior College, Young Harris, Georgia

12. That Sacred Heart (Ursuline College), Louisville, Kentucky, be removed from conditional membership and restored to full standing in the Association.

13. That the accompanying proposed new standard, to be included as Standard 22 of the Standards for Colleges of Arts and Sciences and Teacher Training Colleges, be submitted to the Association, to lie on the table until the next annual meeting of the Association. (See page 83, this issue of the QUARTERLY. Also page 185.)

14. That the report of the special committee appointed to investigate the situation in the University System of Georgia be approved. (See pages 71, 73, this issue of the QUARTERLY; also pages 187-188.)

15. That the accompanying Statement of Principles be submitted to the Association with the recommendation that (1) it be laid on the table for one year; (2) that it be printed in the proceedings of the Association; (3) that members of the Association be invited to send suggestions for amendment to the Chairman of the Commission on Institutions of Higher Education, these suggestions to be reviewed by the Executive Council at the next annual meeting of the Association; and (4) that the Executive Council of the Commission on Institutions of Higher Education then submit a revised statement for final approval by the Association. (See pages 84-86, this issue of the QUARTERLY; also page 188.)

16. That the following budget* be approved for the Commission on Institutions of Higher Education:

Committee on Reports.....	\$ 400.00
Committee on Junior Colleges.....	300.00
Salary, Executive Secretary.....	5,000.00
Salary, Secretary to above.....	1,400.00
Extra Secretarial Help.....	100.00
Report Forms and Other Printing.....	250.00
Supplies.....	300.00
Office Rent.....	600.00
Contingent Fund.....	400.00
Travel.....	800.00
Total	\$9,550.00

* For budget approved by the Association, see p. 93, this number of the QUARTERLY.

17. That the following officers and members of the Commission be approved: (See report of Nominating Committee, at bottom of this page.)

RUFUS C. HARRIS, *Chairman*

GOODRICH C. WHITE, *Secretary*

A NEW STANDARD PROPOSED BY THE COMMITTEE ON STANDARDS*

1. Extension and/or correspondence courses should be offered under the supervision of the educational officers of the institution allowing credit for such work. The content of such courses, the manner in which they are taught, and the qualifications of those offering the courses should be objects of particular concern to the department heads and deans under whose supervision the work is done.

2. An institution offering correspondence and/or extension courses should provide administrative and secretarial personnel sufficient to handle the supervision and management of such courses.

3. An institution offering correspondence and/or extension work should make adequate provision in its budget for such work and should not allow such work to constitute a burden on the funds set aside for the support of resident teaching.

4. No extension or correspondence course should be offered by any institution unless the institution can make available to the students in that course such library and laboratory facilities as may be reasonably necessary for the doing of satisfactory work in that course.

5. Not more than one-fourth of the work done by a student toward satisfaction of the baccalaureate degree requirements of an institution may consist of courses taken by correspondence and/or in extension classes.

6. No extension or correspondence course should be accepted by an institution toward the satisfaction of a student's undergraduate major. The offering of extension and/or correspondence courses for graduate and professional credit should be discouraged.

7. Any extension or correspondence teaching by a resident teacher at any institution should be counted as a part of that teacher's regular teaching load, and his resident teaching load should be reduced in proportion to the amount of such extension and correspondence work that he may assume.

8. Any extension or correspondence course taken by a student in residence at an institution should be counted as part of the student's normal load of work, and the amount of his work in residence should be reduced accordingly.

REPORT OF NOMINATING COMMITTEE AS ADOPTED BY THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION†

Chairman of the Commission: President Rufus C. Harris, Tulane University;
Secretary of the Commission: Vice President Goodrich C. White, Emory University;

Executive Secretary of the Commission: M. C. Huntley, Atlanta, Georgia.

Executive Council of the Commission: Chancellor O. C. Carmichael, Vanderbilt University; President Theodore H. Jack, Randolph-Macon Woman's College; Chancellor A. B. Butts, University of Mississippi; President L. H. Hubbard, Texas State College for Women; Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama; Chairman and Secretary, *ex officio*.

* See item 13 of preceeding report, p. 82.

† See item 17 of Commission report, at top of this page.

CLASS OF 1944

College Members

Dean W. K. Greene, Duke University
 President Rufus C. Harris, Tulane University
 President J. R. McKissick, University of South Carolina
 Dean J. W. Norman, University of Florida
 President Raymond R. Paty, Birmingham-Southern College
 Dean Fred Smith, University of Tennessee
 President C. B. Hodges, Louisiana State University
 Chancellor A. B. Butts, University of Mississippi
 Professor W. R. Smithey, University of Virginia
 Executive Secretary Ralph B. Draughon, Alabama Polytechnic Institute

School Members

Principal S. M. Brame, Bolton High School, Alexandria, Louisiana
 President J. E. Burk, Ward-Belmont School, Nashville, Tennessee
 Superintendent K. R. Curtis, Wilson, North Carolina
 Principal A. J. Geiger, St. Petersburg, Florida
 Principal H. D. Wolff, Petersburg, Virginia

CLASS OF 1942 (*College Member*)

Dean C. H. Barnwell, University of Alabama, to fill unexpired term of President R. C. Foster, deceased

CLASS OF 1943 (*College Member*)

President W. S. Allen, John B. Stetson University, to fill unexpired term of President H. W. Caldwell
 President L. R. Hubbard, Texas State College for Women to fill unexpired term of Dean W. S. Anderson

STATEMENT OF PRINCIPLES*

It is fitting that a statement of the principles by which the Southern Association of Colleges and Secondary Schools is guided be made in order that the basis for action taken from time to time may be more clearly understood, and in order that all institutions may understand more fully the policies which they are expected to maintain. It may serve to answer many questions which are sincerely asked by those not fully acquainted with the Association and the basic philosophy by which it is guided.

In the first place, the Southern Association of Colleges and Secondary Schools is a voluntary organization, the instrument of the institutions that belong to it, through which they express their collective judgment and purposes. It seeks continuously to keep education close to the realistic needs of changing conditions and to protect its members from the handicap of temporary forces which might impede their progress and endanger their services. It is dedicated to the high purpose of promoting and maintaining sound educational programs and procedures through helpful cooperation. It welcomes to its membership institutions that exemplify this spirit and that meet its standards; it declines to accept as members those institutions that do not; and from time to time it has dropped from its roll those that have flagrantly violated its principles. These principles are simple, self-evident truths that require no elaboration, and are obviously basic to sound education and effective democracy.

* See item 15 of Commission report, page 82, this number of the *QUARTERLY*.

They derive from the philosophy distinctive of America that to keep education free from political manipulation is fundamental to the preservation of liberty. They may be briefly stated as follows:

1. First of all freedom to teach the truth as he sees it is the privilege and the responsibility of the teacher, without which there is no hope of sound education. This is the heart of education's guarantee for freedom and the guarantee against totalitarian threat to the democratic way of life. This is not interpreted to mean that one has the right to be protected by this principle if he teaches the overthrow of the principle or of the system out of which it springs.

2. The guarantee of this freedom means security of position which takes the form of academic tenure, which is the accepted policy of every stable institution of higher learning. This does not mean that a teacher has the right to indefinite employment if he becomes for any reason incompetent, unable or unwilling to perform his full duty, or that he may not be dropped for violation of institutional contract, but it means that he cannot arbitrarily be dismissed. This fact emphasizes the importance of filling teaching positions on the basis of merit alone; that is, on the basis of qualifications in training and experience, in ability, industry, and character. Only by careful selection of teaching staffs, and proper security of tenure can institutions of higher learning best serve society which supports them. The occasional practice of filling or attempting to fill educational posts with political "favorites" by governors or other officials or by representatives of other vested interests, ecclesiastical or economic, can never be justified, because it destroys educational integrity.

3. Sound education is founded on democratic ideals and reflects the spirit of democracy, which declares certain rights to be inalienable, the right of trial by jury and of fair treatment, the right to worship God according to conscience, and to vote according to conviction. The conscientious exercise of these rights should in no way affect the status or tenure of a member of the staff of a college or university. The institution which fails to observe this principle betrays both the democratic and the educational ideal cherished by every true American. This does not mean that institutions are not at liberty to consider a teacher's religious views or church relationship when he is being employed, particularly in the case of church-related institutions.

4. The people through their duly elected representatives have the right to determine, within the framework of constitutional guarantees, the policies of educational institutions which they support, whether they be independent, church-related, or state-supported; but there are certain well established principles by which sound educational procedure is guided. The Board of Trustees (or Regents) is the legislative body whose function it is to determine the broad policies of institutions. Though it may have the power, it has not the right to assume the duties of the administration in the employment or discharge of staff members against the recommendation of the administrative officers, just as the administrative officers have not the right to determine what students have passed or failed against the recommendation of the professor. When either the board of control or the administration of an institution undertakes to assume duties outside its proper sphere, the soundness of the entire educational program is jeopardized.

5. Statutory provisions which give the governor or any other officer or agency arbitrary power over the budget of institutions and through that over the salaries of their personnel, actually deprive the board of control of its power. All its acts may be nullified by the act of one individual or agency. Under such a system sound education is in constant jeopardy.

6. Freedom to investigate and to publish the results of research is fundamental to the promotion of higher learning and social progress. Institutions have no right to withhold or to require the withholding of results of research carried out by its staff members, except in rare cases of national emergency when findings may be deemed of value to the enemies of the State. Spokesmen for totalitarian states have denied the validity of this principle, but it is basic to the democratic conception of education and learning.

7. All through history leaders have arisen from time to time who have sought to suppress ideas by the prescribing or burning of books. A recent impressive example is that of Nazi Germany. An institution has the right to discard books which are not deemed suitable for its library, but this, like other instructional and administrative matters, is the responsibility of the faculty and the administration, not of the board of control. Whenever trustees or regents undertake jurisdiction in such matters, they exceed their rights, and, therefore, endanger the educational program.

8. The great movement of liberty loving peoples, which began at Runnymede in the thirteenth century, has sought to eliminate arbitrariness, the whim and caprice of rulers high and low, and to establish a government of laws rather than of men. The Constitution, the Bill of Rights, and the great body of laws developed in democratic countries, all have been directed towards achieving this goal. Bias and prejudice are the enemies of objective judgment and justice. The history of democratic government records the struggle of the race to eliminate them as elements in social control. The history of educational administration records a similar struggle. Sound education can be developed only when bias and prejudice have been eliminated in the relation between teachers and students, in the relation between administrators, teachers, and students, and in the relation between Boards of Control, administrators, teachers, and students. It is a fundamental of sound procedure, therefore, that these enemies of objective judgment and justice be eliminated from educational systems as factors determining actions taken. In upholding this principle educational associations may be a strategic bulwark in support of the American way. In failing to uphold it they may be responsible for destroying some of the most precious values in our democratic heritage.

REPORT OF THE COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH

Professor Edgar W. Knight, Chairman of the Commission, submitted the following report to be entered in the records.

The work of the Southern Association Study in Colleges and Secondary Schools, carried on under the direction of this Commission, has been continued during the past year with encouraging results in the thirty-three cooperating schools, in numerous work conferences for teachers in the schools, and in work conferences in several higher educational institutions. Closely related to these activities also was the Work Conference on Higher Education, sponsored by this Commission and the Commission on Institutions of Higher Education, at the University of the South in July, 1941. As in the past, this Commission has during the past year encouraged the participating schools to continue to explore those types of instruction and procedures which give promise of improving education in the South. This was the original and has been the continuing purpose of this undertaking.

The work in the thirty-three participating schools between 1938 and 1941 has been well described in *Monograph Number One: The Southern Association Study*. This report was issued in September, as the first of several monographs to be published

by the Commission, and was widely distributed throughout the membership of the Southern Association. It describes the beginnings and the development of this cooperative regional educational endeavor, which has been sponsored by the Southern Association of Colleges and Secondary Schools since the creation of the Commission on Curricular Problems and Research by action of the Association at its meeting in Louisville in December, 1935. The report describes the organization of the Southern Study, tells how the participating schools were selected, contains the name and the location of each school, describes the work in these schools during the three years and the three conferences conducted for the staffs of the participating schools at Vanderbilt University in the summer of 1938, at the University of North Carolina in the summer of 1939, and at Richmond, Kentucky, in the summer of 1940.

In describing the present status of the Southern Study, this monograph presents a unique and interesting point of view of evaluation of the work in the participating schools. It also indicates the direction in which continuation and expansion of the work in the Southern Study may be undertaken. Interesting also is the bibliography, which contains an unexpectedly large list of items concerning the Southern Study. Other monographs in preparation or to be prepared will undertake to describe other activities in which the Southern Study has been engaged and especially its cooperation with Southern institutions engaged in the education of teachers. *Monograph Number One* should be helpful to teachers in high schools and colleges and especially to people engaged in the education of teachers.

COOPERATING CONFERENCES

Cooperation with colleges in holding summer conferences began in the summer of 1939, when the Southern Study worked with the University of Florida and the University of Tennessee. In 1940 the number of institutions was increased to nine. Last summer cooperation was provided with the following fourteen colleges and universities in holding summer conferences:

University of Alabama	University of North Carolina
University of Florida	North Texas State Teachers College
Florida State College for Women	University of South Carolina
Georgia State College for Women	University of Tennessee
University of Kentucky	University of Texas
Mississippi State College	University of Virginia
University of Mississippi	College of William and Mary

This work makes possible a cooperative attack on many of the problems of the education of teachers. It also contributes directly to the transmission of the values accruing from work in the thirty-three schools to a much larger number of high schools. Each of the fourteen colleges and universities cooperating with the Southern Study in holding summer conferences during 1941 made arrangements for individual teachers, principals, and school groups from secondary and elementary schools to spend the first half of the summer quarter working on actual problems of in-service teacher education.

These conferences were participated in by 1,059 teachers, principals, superintendents, and supervisors.

It is believed that the aid which the higher educational institutions have had during the past three summers has been helpful to the Southern Study in extending its values. Funds for this work have been exhausted, but it is hoped and believed by this Commission that each institution which has been aided during the past three summers may now be able through its own resources to continue the work of these conferences.

THE MILLEDGEVILLE CONFERENCE

It should be pointed out that the Milledgeville Conference held in the summer of 1941 was but one of several means used by the Southern Association Study for continuing and extending the work of the thirty-three schools. Consistent with a line of action agreed upon at the Memphis meeting of the Southern Association by the cooperating schools, the staff, and the Executive Committee, efforts were made during December, 1940, and the early part of 1941 to work with secondary schools and colleges to provide desirable and adequate summer experiences for the teachers in the thirty-three participating secondary schools of the Southern Study. As a result of correspondence and staff visits, teachers and principals indicated that a summer program of varied experiences would facilitate their work better than one central conference. About half of the schools needed the kinds of services supplied at a central conference similar to those held at Richmond, Kentucky, Chapel Hill, North Carolina, and Vanderbilt. Several of the schools needed to have conferences at home so that each would be able to use the facilities of the school and community. A few of the schools thought it best to work in connection with one of the institutions of higher education cooperating with the Study in holding summer conferences. Approximately half of the schools thought it advisable to have pre-school conferences. In a number of instances schools were represented in more than one type of summer experience.

Significant work was done at Milledgeville for the improvement of instruction of individual teachers and of groups of teachers. As a result of the Milledgeville Conference and the other summer experiences made available to teachers, approximately 700 of the 900 teachers in the secondary schools of the Study engaged in the kind of summer work that they thought would best meet their needs.

The Milledgeville Conference made definite provision for work by individual teachers and groups of teachers and principals on instructional, administrative, and community problems. In addition, plans were made for closer cooperation of secondary schools with colleges and state departments of education. Facilities for work at Milledgeville were unusually good.

During the summer of 1941 approximately 700 of the 900 teachers in the thirty-three schools cooperating in the Southern Study attended some kind of conference.

ASSISTANCE TO NEGRO SCHOOLS

The Secondary School Study for Negroes is now in its third year. Sixteen schools were selected for this study and are participating actively in the work. From the beginning the Director and members of the Staff of the Southern Association Study have advised with those responsible for carrying on the work of the Secondary School Study for Negroes and have assisted by giving them the benefit of the experiences growing out of the work of the Southern Association Study.

Financial provision has been made in the budget of the Southern Association Study for staff service equivalent to half the time of one person for work with Negro schools. The Director and members of the Staff of the Southern Study attend and actively participate in meetings held under the auspices of the Secondary School Study for Negroes.

The Southern Association Study began the fourth year of its work with the thirty-three participating schools on July 1, 1941. That date marks the beginning of an additional grant to continue the work of the Study.

While the work of the Study began with thirty-three secondary schools, it has broadened to include a number of colleges, state departments of education, and other agencies. Reports made to the Commissions of the Association and to the As-

sociation by teachers, principals, superintendents, college representatives, staff members, and members of the Executive Committee have become a matter of record by publication in the SOUTHERN ASSOCIATION QUARTERLY. Examination of these reports shows that the original purposes for which the Southern Association Study was organized have been adhered to and that efforts have been made to improve classroom procedures, administrative practices, teacher-pupil-parent relationships, community living, and teacher education.

As the work of the Southern Study has progressed, the need has become more apparent for determining ways in which it may cooperate more effectively with colleges and universities, state departments of education, and other agencies. It is important that the values of the Southern Study be extended as widely as possible. While the Commission was concerned in the beginning of this work with thirty-three secondary schools in the South, it is now concerned with these schools and in cooperation with higher educational institutions, state departments of education, and other agencies engaged in the improvement of education and of life in the Southern States.

This Commission and the Commission on Institutions of Higher Education conducted at the University of the South, Sewanee, Tennessee, July 6-19, 1941, a Work Conference on Higher Education to promote cooperative effort of representatives of these two commissions and allied organizations in advancing the interests of education in the South. This Work Conference was attended by eighty participants, representing colleges and universities, secondary schools, state departments of education, and other organizations. This Work Conference was considered very successful. A report on it was published in the Southern Association Quarterly in its issue of November, 1941, and 3,000 copies of this report have been distributed as pre-prints. Some institutions have ordered a sufficient number of copies for each member of their faculties to have access to it. Several state college conferences have already discussed the work of the Conference and some of its proposals, and other state college conferences are planning to do so during the year. Moreover, many colleges and universities in the South have already organized groups in their faculties for the study of the report in relation to their local needs and problems. It is hoped that all institutions in the South will participate in such a study.

The office of Coordinating Secretary of the Committee on Work Conferences on Higher Education was established by agreement between the Committee and the University of Tennessee in October, 1941. Dr. Roscoe E. Parker, of the University of Tennessee, is the secretary selected.

Since October 1, letters of invitation to participate in the continuation of the work begun during the Work Conference of 1941 have been sent to all member institutions of the Commission on Institutions of Higher Education, to all participants in the 1941 Work Conference, and to all institutional directors of continuation studies of which there are now fifty-three.

Two issues of the Work Conference Bulletin, Second Series, have been issued to all member institutions, participants, and institutional directors.

The Coordinating Secretary has participated in discussions of the Report on Work Conferences in meetings of college associations of Alabama, East Tennessee, and North Carolina. He has also met with faculty groups in Mercer University, Mississippi State College for Women, and the University of Tennessee. The total attendance at the six meetings was approximately 400.

In addition to the copies of the Report on the Work Conference distributed free to member institutions and participants, 1,490 copies have been sold from the office of the Coordinating Secretary.

Scholarships to twenty men and women to study in Southern Universities were awarded in the total amount of \$3,162.11. The Commission also received a grant of \$3,000 from the National Commission on Regional Resources and Education, which was allotted to Peabody College, the University of Kentucky, and the University of Tennessee on requests and plans submitted by them. The projects under this grant, which expired January 30, 1941, have been completed. Information concerning reports on these projects can be secured by writing the institutions.

Immediately following this report are the Budget Report of the Commission for 1942 and the nominations made by the Commission for 1941-42.

Respectfully submitted,

EDGAR W. KNIGHT, *Chairman,*
Commission on Curricular Problems and Research

BUDGET REPORT FOR THE COMMISSION ON CURRICULAR PROBLEMS AND
RESEARCH, DECEMBER 1, 1941-NOVEMBER 30, 1942

Appropriation	\$2,500
I. Overdraft	\$ 467.96
II. Committee on Work Conferences on Higher Education	600.00
III. Travel for Committee	1,000.00
IV. Supplies, secretarial help	100.00
V. Contingent	332.04
Total	\$2,500.00

NOMINATIONS MADE BY COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH
IN FILLING VACANCES AND IN SETTING UP AND ORGANIZING
ITS EXECUTIVE COMMITTEE

OFFICERS NOMINATED FOR 1942

Chairman: Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia

Secretary: Roscoe E. Parker, Professor of English, University of Tennessee, Knoxville, Tennessee

Executive Committee: B. P. Brooks, Director of Instruction, Mississippi State College, State College, Mississippi; Henry Hill, Dean, University of Kentucky, Lexington, Kentucky; W. L. Mayer, Director of Registration, North Carolina State College, Raleigh, North Carolina; Ben Wiseman, Principal, Highland Park, Dallas, Texas; Gladstone H. Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa

From Institutions of Higher Education

Dr. E. W. Garris, Professor of Agriculture, University of Florida. Replaces Dr. A. R. Mead, whose term expired.

Dr. Phillip Davidson, Professor of History, Agnes Scott College. Replaces Dr. Harry Little, term expired.

Dr. James F. Whelan, Chairman Department of Education, Loyola University. Replaces Father P. A. Roy, term expired.

Dean A. W. Hobbs, College of Arts and Sciences, University of North Carolina. Replaces Dr. E. W. Knight, term expired.

Dr. Sadie Goggans, Professor of Education, Winthrop College. Replaces Dean W. H. Washington, term expired.

From Secondary Schools

Dr. W. H. Yarbrough, Principal West End High School, Nashville, Tennessee. Replaces L. G. Derthick, term expired.

Supervising Principal Howell Watkins, West Palm Beach High School, West Palm Beach, Florida. Replaces R. L. Carter, term expired.

Superintendent J. M. Smyth, Canton Mississippi Public Schools. Replaces H. V. Cooper, term expired.

Principal Ben Wiseman, Highland Park High School, Dallas, Texas. Succeeds himself.

Nominated At Large From Member Institutions

Dean K. J. Hoke, William and Mary College. Replaces R. E. Wager of Emory University, term expired.

Dean Henry Hill, University of Kentucky. Replaces Sidney B. Hall, moved from area. Dr. Hill will simply finish the term of Dr. Hall, which will expire in 1943.

Dr. C. M. Dannelly, Superintendent of Schools, Montgomery, Alabama. Replaces L. Frazier Banks, resigned, whose term will expire in 1943.

Dr. G. E. Metz, Registrar, Clemson Agricultural College, Clemson, South Carolina. Replaces Walter D. Cocking, who has moved from the Southern region. Term will expire in 1942.

REPORT OF THE SECRETARY FOR THE EXECUTIVE COMMITTEE

Dr. Shelton Phelps, Secretary of the Association, made the report of the Executive Committee, recommending:

1. *The adoption of the report of the Commission on Institutions of Higher Education.*
(See report of Commission on Institutions of Higher Education, pages 81-86.)
2. *The approval of the report of the Commission on Secondary Schools.*
(See report of Commission on Secondary Schools, pages 77-81.)
3. *The adoption of the report of the Commission on Curricular Problems and Research.*
(See report of Commission on Curricular Problems, pages 86-91.)
4. *The adoption of the report of the Committee on Negro Schools.*
(For list of Colleges and Secondary Schools for Negro Youth as approved by the Executive Committee of the Southern Association of Colleges and Secondary Schools, see pages 94-98.)

BUDGET FOR COMMITTEE ON APPROVAL OF NEGRO SCHOOLS

Estimated Receipts:

Balance on hand, Dec. 1, 1941	\$3,635.57
Negro Association dues, 1942	1,500.00
Southern Association dues, 1941-42	500.00
Total	\$5,635.57

Estimated Expenditures:

Office operation and clerical help	\$ 900.00
Committee travel	600.00
Agent's travel through 5-31-42	800.00
Agent's salary through 5-31-42	2,000.00
Inspections Sept., Oct., Nov.	500.00
Total	\$4,800.00

5. *That the Association defer action on the proposed Library Standard for a period of one year.*

(Proposed Library Standard which had been on the table for one year: "The Committee on Standards recommends that Article 10, Section VI (2) be changed so that the last sentence shall read as follows: Library space should be sufficient to accommodate not less than fifteen to twenty-five per cent of the enrollment, allowing twenty-five square feet per person. The Committee recommends that the Secretary of the Association and the Chairman of the Standards Committee be authorized to modify Sheet No. 4 of the annual report form so as to show under the heading of academic specialization the actual subjects for which a teacher is certificated or qualified.")

6. *The adoption of the Summer School Standard.*

(The following standard had been on the table for one year: "Member institutions shall observe in their respective summer schools, which they may conduct, the same standards as they are required to observe in the regular session with respect to such matters as qualification of teachers, admission of students as candidates for degrees; character of educational offerings; content, length, and quality of courses; class size; faculty teaching load; limitations of student hours; library facilities; proportionate per capita expenditures for instructional purposes; and other matters affecting the quality of academic work. Expenditures made for the support of any educational function of the summer school shall not be considered in determining the amount of financial support given to the educational program of the regular nine-month session.")

Dr. H. L. Donovan moved from the floor that the Summer School Standard be tabled for an additional year.

The motion was carried.

7. *The adoption of the following amendment to the Constitution:*

"To amend Article III of the Constitution of the Association, by adding—

"Section 7. In the event of death or resignation of a member of one of the Commissions after adjournment of the annual meeting, the Chairman of the Commission with the written approval of the President of the Association shall have authority to appoint a successor to the member to serve until the next annual meeting of the Association, provided the person appointed shall qualify in the proper classification as defined in this Article."

8. *That the time for discontinuing the list of non-member colleges be extended from December 1, 1941, to the end of the scholastic year September 1, 1943.*

9. *The approval of the following budget:*

BUDGET, 1941-1942

Estimated Receipts

Cash Balance	\$ 4,734.13
Interest on investment	200.00
Annual dues	24,740.00
Appropriated from invested funds	2,000.00
	<hr/>
	\$31,674.13

Estimated Expenditures

Commission on Higher Institutions	\$ 9,550.00
Commission on Secondary Schools	10,205.00
Commission on Curricular Problems and Research	2,500.00
Committee on Negro Schools	500.00
THE QUARTERLY	4,500.00
Honorarium for Editor	500.00
Office of Secretary-Treasurer	950.00
Fraternal delegates	350.00
Dues to American Council	100.00
Office of President	200.00
Expenses of Association meetings	700.00
Teacher-Education Committee	300.00
Contingent	1,319.13
	<hr/>
	\$31,674.13

10. *That the present Secretary-Treasurer be re-elected.*

The reports of the three commissions and of the Executive Committee, with the exception of the Summer School Standard, were adopted by the Association.

REPORT OF THE AUDITING COMMITTEE

Your auditing committee has examined carefully the accounts of the Secretary-Treasurer of the Association as audited by George E. Dombhard, C.P.A. of Charlotte, North Carolina, and we find the financial records of the Association properly kept and in excellent condition.

Respectfully submitted,

W. S. ALLEN

HOWARD J. MCGINNIS, *Chairman*

(See pages 99 to 117, these minutes.)

The report was received by the Association.

REPORT OF THE COMMITTEE ON RESOLUTIONS

President C. C. Sherrod of State Teachers College, Johnson City, Tennessee, presented the report of the Resolutions Committee urging a continuance of the NYA, emphasizing cooperation with the National Defense Program, and thanking the Brown Hotel, the Committee on Arrangements, and the officers of the Association and Commissions for the manner in which provision had been made for the annual meeting.

The report of the Committee on Resolutions was adopted by the Association. The new president, Dr. Ligon, was inducted into office without ceremony. The meeting was adjourned.

SHELTON PHELPS, *Secretary*

The Forty-seventh Annual Meeting of the Association will be held November 30-December 4, 1942, at Memphis, Tennessee, with headquarters at the Peabody Hotel.

APPROVED LIST OF COLLEGES AND SECONDARY SCHOOLS FOR NEGRO YOUTH*

At the annual meeting of the Southern Association of Colleges and Secondary Schools in Louisville, Kentucky, December 1-5, 1941, the Executive Committee of the Association voted to grant the institutions listed below the several ratings as indicated:

* Committee on Approval of Negro Schools: H. M. Ivy, Superintendent of Schools, Meridian, Miss., *Chairman*; J. Henry Highsmith, Director, Division of Instructional Service, Raleigh, N. C., *Secretary*; T. H. Jack, President, Randolph-Macon Woman's College, Lynchburg, Va.; J. D. Williams, Principal, Training School, University of Kentucky, Lexington, Ky.; R. L. Cousins, Jr., State Agent for Negro schools, State Department of Public Instruction, Atlanta, Ga.; D. H. Taylor, State Department of Education, Austin, Texas.

APPROVED NEGRO COLLEGES

Standard Four-Year Colleges—Class "A"

Institutions in this class meet in full the standards set up by the Association.

	Year Accredited Class "A" Class "B"	
Atlanta University, Atlanta, Ga.	1932	
Bennett College for Women, Greensboro, N. C.	1935	1931
Clark College, Atlanta, Ga.	1941	1931
Dillard University, New Orleans, La.	1937	1936
Fisk University, Nashville, Tenn.	1930	
Florida A. & M. College, Tallahassee, Fla.	1935	1931
Hampton Institute, Hampton, Va.	1932	1931
Johnson C. Smith University, Charlotte, N. C.	1933	1930
Kentucky State Industrial College, Frankfort, Ky.	1939	1931
LeMoyne College, Memphis, Tenn.	1939	1932
Louisville Municipal College for Negroes, Louisville, Ky.	1936	1932
Morehouse College, Atlanta, Ga.	1932	1930
Morris Brown College, Atlanta, Ga.	1941	1933
North Carolina College for Negroes, Durham, N. C.	1937	1931
Prairie View State N. & I. College, Prairie View, Texas	1934	1932
Southern University, Scotlandville, La.	1937	1932
Spelman College, Atlanta, Ga.	1932	1930
State A. & M. College, Orangeburg, S. C.	1941	1932
Talladega College, Talladega, Ala.	1931	1930
The A. & T. College of North Carolina, Greensboro, N. C.	1936	1932
Tuskegee N. & I. Institute, Tuskegee, Ala.	1933	1931
Virginia State College for Negroes, Petersburg, Va.	1933	1930
Virginia Union University, Richmond, Va.	1935	1930
Wiley College, Marshall, Texas	1933	1931
Xavier University, New Orleans, La.	1937	1931

Standard Four-Year Colleges—Class "B"

Institutions in this class do not yet meet one or more of the standards set up by the Association for four-year colleges, but the general quality of their work is such as to warrant the admission of their graduates to any institution requiring the bachelor's degree for entrance.

	Year Accredited Class "B"
Alcorn A. & M. College, Alcorn College, Miss.	1941
Benedict College, Columbia, S. C.	1936
Bishop College, Marshall, Texas	1931
Elizabeth City State Teachers College, Elizabeth City, N. C.	1941
Fayetteville State Teachers College, Fayetteville, N. C.	1941
Fort Valley N. & I. School, Fort Valley, Ga.	1941
Georgia State College, Industrial College, Ga.	1940
Knoxville College, Knoxville, Tenn.	1931
Lane College, Jackson, Tenn.	1935
Livingston College, Salisbury, N. C.	1931

Paine College, Augusta, Ga.	1931
Saint Augustine's College, Raleigh, N. C.	1933
Samuel Huston College, Austin, Texas	1934
Shaw University, Raleigh, N. C.	1933
Texas College, Tyler, Texas.	1934
The State Teachers College, Montgomery, Ala.	1935
Tillotson College, Austin, Texas.	1933
Tougaloo College, Tougaloo, Miss.	1932
Winston-Salem State Teachers College, Winston-Salem, N. C.	1941

Standard Two-Year Junior Colleges—Class "A"

	Year Accredited Class "A"	Class "B"
Barber-Scotia Junior College, Concord, N. C.	1934	1933
Mary Allen Junior College, Crockett, Texas	1936	1931
State A. & M. Institute, Normal, Ala.	1935	1933

Standard Two-Year Junior Colleges—Class "B"

	Year Accredited Class "B"
Bethune-Cookman College, Daytona Beach, Fla.	1931
Florida N. & I. Institute, St. Augustine, Fla.	1933
Stillman Institute, Tuscaloosa, Ala.	1937

APPROVED NEGRO SECONDARY SCHOOLS

ALABAMA:

Drewry Practice High School, Talladega
 Mobile County Training School, Plateau
 Snow Hill High School, Snow Hill
 Southern Normal School, Brewton
 State A. & M. Institute, High School Department, Normal
 State Teachers College, High School Department, Montgomery
 Stillman Institute High School, Tuscaloosa
 Trinity High School, Athens
 Tuskegee Institute, High School Department, Tuskegee

FLORIDA:

Booker T. Washington High School, Miami
 Dunbar High School, Ft. Myers
 Lincoln High School, Tallahassee

GEORGIA:

Athens High and Industrial School, Athens
 Atlanta University Laboratory High School, Atlanta.
 Ballard Normal High School, Macon
 Booker T. Washington High School, Atlanta
 Center High School, Waycross
 Douglass High School, Thomasville
 Georgia Normal High School, Albany
 Gillespie Selden High School, Cordele
 Paine College, High School Department, Augusta

Risley High School, Brunswick
 Spencer High School, Columbus

KENTUCKY:

Attucks High School, Hopkinsville
 Central Colored High School, Louisville
 Ed Davis High School, Georgetown
 John G. Fee Industrial High School, Maysville
 Lincoln High School, Paducah
 Lincoln Institute, Lincoln Ridge
 Mayo-Underwood High School, Frankfort
 Oliver Street High School, Winchester
 Paul Laurence Dunbar High School, Lexington
 Western Junior-Senior High School, Owensboro
 William Grant High School, Covington

LOUISIANA:

Gilbert Academy, New Orleans
 Sacred Heart High School, Lake Charles
 Southern University, High School Department, Scotlandville
 Xavier University, High School Department, New Orleans

MISSISSIPPI:

Alcorn A. & M. College, High School Department, Alcorn
 Southern Christian Institute, High School Department, Edwards
 Tougaloo College, High School Department, Tougaloo

NORTH CAROLINA:

Allen High School, Asheville
 Atkins High School, Winston-Salem
 Booker T. Washington High School, Rocky Mount
 Dillard High School, Goldsboro
 Dunbar High School, Lexington
 E. E. Smith High School, Fayetteville
 Hillside Park High School, Durham
 Immanuel Lutheran College, High School Department, Greensboro
 James B. Dudley High School, Greensboro
 Joseph Charles Price High School, Salisbury
 Lincoln Academy, Kings Mountain
 Mary Potter High School, Oxford
 Orange County Training School, Chapel Hill
 Palmer Memorial Institute, Sedalia
 Second Ward High School, Charlotte
 Stephens-Lee High School, Asheville
 Washington High School, Raleigh
 Washington High School, Reidsville
 William Penn High School, High Point
 Williston Industrial High School, Wilmington

SOUTH CAROLINA:

Avery Institute, Charleston
 Booker Washington High School, Columbia
 Finley High School, Chester

Mather Academy, Camden
Voorhees N. & I. School, Denmark

TENNESSEE:

Austin High School, Knoxville
Holloway High School, Murfreesboro
Howard High School, Chattanooga
Pearl High School, Nashville
Swift Memorial Junior College, High School Department, Rogersville

TEXAS:

A. J. Moore High School, Waco
Anderson High School, Austin
Booker T. Washington High School, Houston
Booker T. Washington High School, Wichita Falls
Charlton-Pollard High School, Beaumont
Central High School, Galveston
Central High School, Jefferson
I. M. Terrell High School, Fort Worth
Jack Yates High School, Houston
Kilgore High School, Kilgore
Phyllis Wheatley High School, Houston
Phyllis Wheatley High School, San Antonio

VIRGINIA:

Armstrong High School, Richmond
Booker T. Washington High School, Norfolk
Christiansburg Industrial Institute, Cambria
D. Webster Davis High School, Ettrick
Dunbar High School, Lynchburg
Francis DeSales High School, Rock Castle
George P. Phenix Training School, Hampton
Huntington High School, Newport News
Lucy Addison High School, Roanoke
Manassas High School, Manassas
Peabody High School, Petersburg

The Secretary-Treasurer of the Association transmitted as his Treasurer's report to the Executive Committee and the Association the official audit as follows.

REPORT OF SECRETARY-TREASURER FOR THE YEAR 1940-41

GEORGE E. DOMBHART AND COMPANY

Certified Public Accountants

COMMERCIAL BANK BUILDING

Charlotte, N. C.

November 26, 1941

Mr. S. H. WHITLEY, *President*,
Southern Association of Colleges and Secondary Schools,
Forty-Sixth Annual Meeting,
Louisville, Kentucky.

Dear Sir:

We have made an examination and audit of the books and records of Dr. Shelton Phelps, Secretary-Treasurer of the Southern Association of Colleges and Secondary Schools, for the period from December 1, 1940 to November 15, 1941. During the course of our audit we examined and tested accounting records and supporting evidence, and obtained information and explanations from the Secretary-Treasurer.

We examined in detail the cash transactions of the Association, and we confirmed; by obtaining certificates from depositories, the cash balances on deposit at November 15, 1941. We inspected investment securities. From the records of the Association we obtained the amounts of dues and accounts receivable, but we did not endeavor to verify them by correspondence with the debtors. We have carefully reviewed the manner in which accounting methods were employed during the period.

In our opinion, based upon such examination, the accompanying balance sheet and related statement of fund operations fairly present, in accordance with accepted principles of accounting consistently maintained by the Secretary-Treasurer during the period, the financial position of the Association at November 15, 1941, and the results of its operations for the period ended that date.

Our examination disclosed that there were available at November 15, 1941, the following unapplied surplus funds:

	Available Cash	Available Resources	Total Surplus
General Fund	\$ 4,734.13	\$ 1,362.75	\$ 6,096.88
Committee on Approval of Negro Schools Fund	4,039.98		4,039.98
General Education Board Fund	10,320.32	425.00	10,745.32
Commission on Curricular Problems and Research—Special Commission Budget Fund (<i>Deficit</i>)	467.96		467.96
Progressive Education Association Fund	579.87		579.87
Permanent Investment Fund		8,000.00	8,000.00
Totals	\$ 19,206.34	\$ 9,787.75	\$ 28,994.09

Unexpended balances of funds granted by the General Education Board for specific purposes were, at the date of our examination, as follows:

Budget for Fiscal Year Ended June 30, 1941 (<i>Deficit</i>)	\$ 192.16
Budget for Southern Work Conference (<i>Deficit</i>)	1,008.92

Budget for Coordination Secretary of Southern Work Conference (<i>Deficit</i>)	\$ 450.95
Budget for Evaluation of High School Graduates	3,866.85
Budget for the Continuance and Extension of Study in Colleges and Secondary Schools through Summer Conferences	5,625.46
Budget for Provision of Scholarships	2,905.04
Net Surplus—General Education Board Fund	<u>\$ 10,745.32</u>

Inspection of Schedules 5 and 6 accompanying the balance sheet of this report will reveal the extent to which expenditures for the period were confined to budgeted allotments. Major over-expenditures occurred only in the funds provided for the publication of THE SOUTHERN ASSOCIATION QUARTERLY*, in funds provided for the Southern Work Conference during the summer of 1941, and for its coordinating secretary, and in funds provided for the special budget of the Commission on Curricular Problems and Research.

The records of the Secretary-Treasurer were adequately and neatly maintained during the period under review, and all supporting evidence was available upon request.

Respectfully submitted,

George E. Dombhart, C. P. A.

By GEORGE E. DOMBHART

SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS BALANCE SHEET, NOVEMBER 15, 1941

EXHIBIT A

ASSETS

(Schedule 1)

Cash

In Banks:

General Fund Account:

Peoples Bank and Trust Company, Rock Hill, S. C. \$ 4,734.13

Special Fund Accounts:

Commercial National Bank, Charlotte, N. C. 2,380.15

First National Bank, Atlanta, Ga. 7.17

Citizens and Southern National Bank of South Carolina, Columbia, S. C. 4,637.83

Rock Hill National Bank, Rock Hill, S. C. 3,407.08

Committee on Approval of Negro Schools Account:

American Trust Company, Charlotte, N. C. 4,039.98 \$ 19,206.34

Dues Receivable	(Schedule 2)	460.00
Accounts Receivable	(Schedule 3)	902.75

* This report varies from the report of the Board of Publications pages 153-154 of this issue in two particulars: (1) the auditors considered certain expenditures carried forward from November of last year and did not have before them certain expenditures of this year; (2) they also credited receipts from the QUARTERLY to the Association without giving credit to the QUARTERLY for those receipts. This latter difference between the methods of accounting grew up inadvertently and probably will be eliminated by the Executive Committee before another audit is made. It will be seen from the Board of Publication report that there was no expenditure beyond the amount authorized for the QUARTERLY.—EDITOR.

Investments	(Schedule 4)			
United States Treasury Bonds—Market Value		\$ 8,827.00		
Less—Reserve for Market Fluctuations		827.00	\$ 8,000.00	
		<hr/>		
Deferred Charge—Deposit with American Airlines			425.00	
		<hr/>		
Total Assets			\$ 28,994.09	
LIABILITIES				
Total Liabilities			None	
SURPLUS (Exhibit B)				
Unapplied Surplus	Available Cash	Available Resources	Total	
General Fund	\$ 4,734.13	\$ 1,362.75	\$ 6,096.88	
Committee on Approval of Negro Schools Fund	4,039.98		4,039.98	
General Education Board Fund	10,320.32	425.00	10,745.32	
Commission on Curricular Problems and Research —Special Commission Budget Fund (<i>Deficit</i>)	467.96		467.96	
Progressive Education As- sociation Fund	579.87		579.87	
Permanent Investment Fund		8,000.00	8,000.00	
		<hr/>		
Total Surplus	\$ 19,206.34	\$ 9,787.75	\$ 28,994.09	
		<hr/>		
Total Liabilities and Surplus			\$ 28,994.09	
		<hr/>		

FUND OPERATIONS

DECEMBER 1, 1940 TO NOVEMBER 15, 1941

EXHIBIT B

General Fund		
Revenue for Period	(Schedule 5)	\$ 33,354.86
Expense for Period	(Schedule 6)	27,257.98
		<hr/>
Net Surplus from Operations		\$ 6,096.88
Committee on Approval of Negro Schools Fund		
Revenue for Period	(Schedule 5)	\$ 5,909.26
Expense for Period	(Schedule 6)	1,869.28
		<hr/>
Net Surplus from Operations		4,039.98
General Education Board Fund		
Revenue for Period	(Schedule 5)	\$ 68,490.88
Expense for Period	(Schedule 6)	57,745.56
		<hr/>
Net Surplus from Operations		10,745.32

ALLOCATION

Budget for 1940-1941 (<i>Deficit</i>)		\$ 192.16
Budget for Southern Work Conference (<i>Deficit</i>)		1,008.92
Budget for Coordinating Secretary of Southern Work Conference (<i>Deficit</i>)		450.95
Budget for Evaluation of High School Graduates		3,866.85
Budget for Continuance and Extension of Study in Colleges and Secondary Schools Through Summer Conferences		5,625.46
Budget for Provision of Scholarships		2,905.04
		<u>\$ 10,745.32</u>
Commission on Curricular Problems and Research— Special Commission Budget Fund		
Revenue for Period (Schedule 5)	\$	2,500.00
Expense for Period (Schedule 6)		2,967.96
Net Deficit from Operations	\$	467.96
Progressive Education Association Fund		
Revenue for Period (Schedule 5)	\$	2,349.85
Expense for Period (Schedule 6)		1,769.98
Net Surplus from Operations		579.87
Permanent Investment Fund		
Surplus from Prior Year		8,000.00
Total Surplus As Shown By Exhibit A	\$	<u>28,994.09</u>

TREASURER'S CASH ACCOUNT
DECEMBER 1, 1940 TO NOVEMBER 15, 1941

EXHIBIT C

RECEIPTS

General Fund		
Budget Receipts:		
Annual Dues	\$	24,460.00
Special Studies		1,300.00
Sale of Proceedings		256.72
Sale of Library Check Lists		28.25
Interest on Investments		246.25
		<u>\$ 26,291.22</u>
Other Receipts:		
Dues Receivable for 1939-1940	\$	1,385.00
Accounts Receivable for 1939-1940		353.00
		<u>1,738.00</u>
Total Receipts—General Fund	\$	<u>28,029.22</u>

Committee on Approval of Negro Schools Fund

Budget Receipts:

Julius Rosenwald Fund	\$ 500.00
Association of Colleges and Secondary Schools for Negroes	1,500.00
Southern Association of Colleges and Secondary Schools—General Fund	500.00

Total Receipts—Committee on Approval of Negro Schools Fund	\$ 2,500.00
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General Education Board Fund

Budget Receipts:

Grants to Commission on Curricular Problems and Research:

Budget for Fiscal Year Ended June 30, 1941	\$ 11,993.17
Budget for Work Conference on Higher Education	7,000.00
Budget for Evaluations of High School Graduates	4,000.00
Budget for Continuance and Extension of Study in Colleges and Secondary Schools through Summer Conferences	34,750.00

Total Receipts—General Educational Board Fund	57,743.17
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Commission on Curricular Problems and Research—
Special Commission Budget Fund

Budget Receipts:

Grant from Southern Association General Fund	\$ 2,500.00
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Total Receipts—Commission Budget Fund	2,500.00
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Progressive Education Association Fund

Budget Receipts

None

Total Receipts—Progressive Education Fund	None
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Total Receipts—All Funds	\$ 90,772.39
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Treasurer's Cash Balances at December 1, 1940

(Per Prior Audit):

General Fund	\$ 3,962.89	
Committee on Approval of Negro Schools Fund	3,409.26	
General Education Board Fund	10,322.71	
Commission on Curricular Problems and Research— Special Commission Budget Fund (<i>Overdraft</i>)	151.17	
Progressive Education Association Fund	2,349.85	
		19,893.54
Total		\$ 110,665.93

DISBURSEMENTS

General Fund

Budget Expenditures:

Commission on Institutions of Higher Education	\$ 8,767.98
Commission on Secondary Schools	8,378.89
Commission on Curricular Problems and Research	2,500.00
Committee on Approval of Negro Schools	500.00
Publication of THE SOUTHERN ASSOCIATION QUARTERLY	4,743.33
Honorarium—Editor of THE SOUTHERN ASSOCIATION QUARTERLY	500.00
Office of Secretary-Treasurer	856.13
Fraternal Delegates	301.35
Dues—American Council on Education	100.00
Office of President	89.65
Expense of Association Meetings	494.10
Contingent Fund	26.55

Total Disbursements—General Fund

\$ 27,257.98

Committee on Approval of Negro Schools Fund

Budget Expenditures:

Secretarial Help	\$ 262.55
Office Expense	167.20
Inspection of Colleges and Secondary Schools	505.66
Travel—Committee	79.75
Field Agent—Salary	666.66
Field Agent—Travel Expense	187.46

Total Disbursements—Committee on Approval of
Negro Schools Fund

1,869.28

General Education Board Fund

Budget Expenditures:

Commission on Curricular Problems and Research:	
Budget for Fiscal year ended June 30, 1941	\$ 16,865.89
Budget for Work Conference on Higher Education	8,008.92
Budget for Coordinating Secretary of Work	
Conference on Higher Education	450.95
Budget for Evaluation of High School Graduates	133.15
Budget for Continuance and Extension of Study	
in Colleges and Secondary Schools through	
Summer Conferences:	
Item 1. Staff Services—	
Secondary Schools	\$ 1,082.30
Item 2. Southern Association	
Study	27,707.57
Item 3. Staff Assistance—	
Southern Association Study	
for Negros	334.67
	29,124.54
Budget for Scholarship Fund	3,162.11

Total Disbursements—General Education Board Fund

57,745.56

Commission on Curricular Problems and Research—

Special Commission Budget Fund

Budget Expenditures:

Secretarial Help	\$ 171.02
Travel for Commission	2,645.77

Total Disbursements—Commission Budget Fund \$ 2,816.79

Progressive Education Association Fund

Budget Expenditures:

Commission on Resources and Education:

Conference on Regional Materials \$ 1,769.98

Total Disbursements—Progressive Education Association Fund 1,769.98

Total Disbursements—All Funds \$ 91,459.59

Treasurer's Cash Balance at November 15, 1941

(Exhibit A)

General Fund	\$ 4,734.13	
Committee on Approval of Negro Schools Fund	4,039.98	
General Education Board Fund	10,320.32	
Commission on Curricular Problems and Research—		
Special Commission Budget Fund (<i>Overdraft</i>)	467.96	
Progressive Education Association Fund	579.87	
		19,206.34
Total		<u>\$110,665.93</u>

RECONCILIATION OF CASH

NOVEMBER 15, 1941

SCHEDULE 1

Cash in Banks

Peoples National Bank, Rock Hill, S. C.:

General Account:

Balance Per Bank Statement	\$ 6,767.30	
Add—Deposits in Transit	2,027.25	\$ 8,794.55

Deduct—Outstanding Checks:

Number	Amount	Number	Amount	Number	Amount
957	\$ 2.00	975	\$ 18.50	990	\$ 43.35
959	65.00	976	26.10	991	50.00
960	15.03	977	18.75	992	10.00
963	19.00	978	25.25	993	50.00
964	40.00	979	36.35	994	50.41
965	25.00	980	91.65	995	27.24
		981	3.50	996	20.41
		982	246.55	997	10.00
		983	51.01	998	400.00
969	3.25	984	500.00	999	117.24

Number	Amount	Number	Amount	Number	Amount	
970	\$ 20.03	985	\$ 26.55	1000	\$ 16.90	
971	40.00	986	20.00	1001	88.83	
972	21.62	987	272.36	1002	40.00	
973	85.42	988	15.00	1003	40.25	
974	37.18	989	33.44	1004	1,337.25	\$ 4,060.42
						<hr/>
						\$ 4,734.13

Commerical National Bank, Charlotte, N. C.:

Special Account:

Balance Per Bank Statement	\$ 3,479.04
Deduct—Outstanding Checks:	

Number	Amount	Number	Amount	
266	\$ 16.59	272	\$ 15.19	
267	167.00	273	100.00	
268	250.00	274	25.11	
269	100.00	275	425.00	
				<hr/>
				1,098.89
				<hr/>
				2,380.15

First National Bank, Atlanta, Georgia:

Balance Per Bank Statement	\$ 7.17
Deduct—Outstanding Checks	

7.17

The Citizens and Southern National Bank of
South Carolina, Columbia, S. C.:

Special Account:

Balance Per Bank Statement	\$ 144.16
Add—Deposit in Transit	4,500.00
	<hr/>
	\$ 4,644.16

Deduct—Outstanding Checks:

Number 250	6.33	4,637.83
		<hr/>

Rock Hill National Bank, Rock Hill S. C.:

Special Account:

Balance Per Bank Statement	\$ 3,726.39
Add—Deposit in Transit	88.83
	<hr/>
	\$ 3,815.22

Deduct—Outstanding Checks:

Number	Amount	Number	Amount	
193	\$ 10.60	205	\$ 229.02	
199	9.80	206	27.70	
203	62.50	207	43.52	
204	25.00			
				<hr/>
				408.14
				<hr/>
				3,407.08

American Trust Company, Charlotte, N. C.:

Committee on Approval of Negro Schools Account:

Balance Per Bank Statement	\$ 4,121.76
Add—Deposit in Transit	500.00
	<hr/>
	\$ 4,621.76

Deduct—Outstanding Checks:

Number	Amount		
286	\$ 23.65		
291	366.66		
292	9.50		
293	14.29		
294	6.30		
295	148.63		
296	12.75	\$ 581.78	\$ 4,039.98
Cash Balance as Shown by Exhibit A			\$ 19,206.34

DUES RECEIVABLE
NOVEMBER 15, 1941

SCHEDULE 2

Universities and Senior Colleges			
Centre College, Danville, Kentucky	\$	65.00	
Tennessee Polytechnic Institute			
Cookville, Tennessee		65.00	\$ 130.00
Junior Colleges			
Marion Institute, Marion, Alabama	\$	40.00	
Pearl River College, Poplarville, Miss.		40.00	
Sunflower County Junior College,			
Moorhead, Mississippi:			
Dues for 1940	\$	40.00	
Dues for 1941		40.00	80.00
Four-Year Non-Member Colleges			
La Grange College, La Grange, Georgia	\$	65.00	
Elon College, Elon College, N. C.		65.00	130.00
Secondary Schools			
American High School, Buenos Aires,			
Argentina:			
Dues for 1940	\$	10.00	
Dues for 1941		10.00	\$ 20.00
American School Foundation,			
Mexico, D. F.: Dues for 1941			10.00
Lago Community High School, Aruba,			
Netherlands, West Indies			
Dues for 1941		10.00	40.00
Total Dues Receivable as Shown by Exhibit A			\$ 460.00

ACCOUNTS RECEIVABLE

NOVEMBER 15, 1941

SCHEDULE 3

For Inspections

Appalachian State Teachers College, Boone, N. C.	\$	50.00	
Western Carolina Teachers College, Cullowhee, N. C.		50.00	
Gordon Military College, Barnesville, Georgia		50.00	
Pfeiffer Junior College, Misenheimer, N. C.		50.00	\$ 200.00

For Special Studies

Judson College, Marion, Alabama	\$	300.00	
Meridian Junior College, Meridian, Miss.		200.00	
Snead Junior College, Boaz, Ala.		200.00	700.00

For Sale of Proceedings

University System of Georgia, Atlanta, Ga.			-75
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For Library Check Lists

Reserve Book Store, 10940 Euclid Ave., Cleveland, O.	\$	1.00	
G. E. Stechert and Company, New York City		1.00	2.00

Total Accounts Receivable as Shown by Exhibit A \$ 902.75

INVESTMENTS

NOVEMBER 15, 1941

SCHEDULE 4

	Bond Number	First Coupon Attached	Amount
3% U.S. Treasury Bonds of 1951-1955			
Issued 9-15-31	85518J	3-15-42	\$ 1,000.00
Redeemable After 9-15-51	85519K	3-15-42	1,000.00
	85522B	3-15-42	1,000.00
3½% U.S. Treasury Bonds of 1946-1949			
Issued 6-15-31	20099K	12-15-41	5,000.00
Redeemable After 6-15-46			
Total Investment as Show by Exhibit A			\$ 8,000.00

COMPARISON OF BUDGET REQUIREMENTS WITH ACTUAL REVENUE
DECEMBER 1, 1940 TO NOVEMBER 15, 1941

SCHEDULE 5

		Budget Require- ments for Year	Actual Revenue for Period	Over or Under* Realized
GENERAL FUND				
Annual Dues				
Universities and Senior Colleges	143	\$	\$ 9,295.00	\$
Junior Colleges	55		2,200.00	
Non-Member Colleges	18		1,170.00	
Secondary Schools	1,213		12,130.00	
State Departments of Education			75.00	
		\$ 23,000.00	\$ 24,870.00	\$ 1,870.00
Special Studies:				
College Surveys		\$	\$ 1,000.00	\$ 1,000.00
Inspection Fees—Junior College Applicants			1,100.00	1,100.00
Inspection Fees—Senior College Applicants			100.00	100.00
Sale of Proceedings		200.00	257.47	57.47
Sale of Library Check Lists			30.25	30.25
Interest on Investments		200.00	246.25	46.25
Appropriation from Invested Funds		2,000.00		2,000.00*
Appropriation from Surplus of Prior Year		3,962.89	5,750.89	1,788.00
Totals—General Fund		\$ 29,362.89	\$ 33,354.86	\$ 3,991.97
COMMITTEE ON APPROVAL OF NEGRO SCHOOLS FUND				
Julius Rosenwald Fund		\$ 500.00	\$ 500.00	
Association of Colleges and Secondary Schools for Negroes		1,500.00	1,500.00	
Southern Association of Colleges and Secondary Schools—General Fund		500.00	500.00	
Appropriation from Surplus of Prior Years		3,409.26	3,409.26	
Totals—Committee on Ap- proval of Negro Schools Fund		\$ 5,909.26	\$ 5,909.26	\$

SCHEDULE 5—Continued

	Budget Require- ments for Year	Actual Revenue for Period	Over or Under* Realized
GENERAL EDUCATION BOARD FUND			
Commission on Curricular Problems and Research			
Budget for 1940-1941	\$ 23,993.17	\$ 23,993.17	\$
Less—Revenue Received during Prior Year	12,000.00	12,000.00	
Revenue Received—Current Period	\$ 11,993.17	\$ 11,993.17	\$
Budget for Work Conference on Higher Education and for Evaluation of High School Graduates	\$ 12,500.00	\$ 11,000.00	\$ 1,500.00*
Budget for the Continuance and Extension of the Southern Association Study in Colleges and Secondary Schools through Summer Conferences	\$ 48,350.00	\$ 34,750.00	\$ 13,600.00*
Appropriation of Surplus from Prior Year	\$ 10,747.71	\$ 10,747.71	\$
Totals—General Education Board Fund	\$ 83,590.88	\$ 68,490.88	\$ 15,100.00*
COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH—COMMISSION BUDGET			
Southern Association of Colleges and Secondary Schools—General Fund	\$ 2,500.00	\$ 2,500.00	\$
Totals—Commission on Curricular Problems and Research—Commission Budget	\$ 2,500.00	\$ 2,500.00	\$
PROGRESSIVE EDUCATION ASSOCIATION FUND			
Appropriation of Surplus from Prior Year	\$ 2,349.85	\$ 2,349.85	\$
Totals—Progressive Education Association Fund	\$ 2,349.85	\$ 2,349.85	\$
Totals—All Funds	\$ 123,712.88	\$ 112,604.85	\$ 11,108.03*

COMPARISON OF BUDGET APPROPRIATIONS WITH ACTUAL EXPENDITURES

DECEMBER 1, 1940 TO NOVEMBER 15, 1941

SCHEDULE 6

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
GENERAL FUND			
Commission on Institutions of Higher Education			
Meeting of Committee on Reports	\$ 300.00	\$ 262.25	\$ 37.75
Meeting of Committee on Junior Colleges	300.00	19.45	280.55
College Studies		797.11	797.11*
Contingent	400.00	469.98	69.98*
	<u>\$ 1,000.00</u>	<u>\$ 1,548.79</u>	<u>\$ 548.79*</u>
Office of Executive Secretary:			
Salary—Executive Secretary	\$ 4,800.00	\$ 4,800.00	\$
Salary—Secretarial Assistant	1,400.00	1,400.00	
Extra Secretarial Expense	200.00	15.00	185.00
Report Forms and Printing	200.00	186.35	13.65
Supplies	300.00	307.90	7.90*
Travel—Executive Secretary	1,000.00	509.94	490.06
	<u>\$ 7,900.00</u>	<u>\$ 7,219.19</u>	<u>\$ 680.81</u>
Totals—Commission on Institutions of Higher Education	<u>\$ 8,900.00</u>	<u>\$ 8,767.98</u>	<u>\$ 132.02</u>
Commission on Secondary Schools			
Printing Annual Report Blanks	\$ 75.00	\$ 59.18	\$ 15.82
Stamps	50.00	35.00	15.00
Express	40.00	15.43	24.57
Certification of Schools	90.00	50.18	39.82
Secretarial Hire	300.00	165.20	134.80
Stationery for Secretary	40.00	16.99	23.01
Telegrams, Telephone and Tolls	25.00		25.00
Convention Expenses	525.00	429.96	95.04
Travel for Making Program	100.00	12.95	87.05
Standing Committee on Standards	75.00	30.00	45.00
Inspection of Secondary Schools	7,000.00	7,000.00	
Committee on Library	500.00		500.00
Committee on College Freshman Achievement	800.00	485.00	315.00
Committee on Evaluation	50.00	50.00	
Contingent or Special Fund	500.00	29.00	471.00
	<u>\$ 10,170.00</u>	<u>\$ 8,378.89</u>	<u>\$ 1,791.11</u>
Totals—Commission on Secondary Schools	<u>\$ 10,170.00</u>	<u>\$ 8,378.89</u>	<u>\$ 1,791.11</u>

SCHEDULE 6—*Continued*

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
<i>GENERAL FUND—Continued</i>			
Commission on Curricular Problems and Research—Special Fund Appropriation	\$ 2,500.00	\$ 2,500.00	\$
Committee on Approval of Negro Schools	\$ 500.00	\$ 500.00	\$
Publication of THE SOUTHERN ASSOCIATION QUARTERLY (Not Including November Issue)	\$ 4,298.08	\$ 4,743.33	\$ 445.25*
Honorarium—Editor of THE SOUTHERN ASSOCIATION QUARTERLY	\$ 500.00	\$ 500.00	\$
Office of Secretary-Treasurer			
Salary of Secretary-Treasurer		\$ 275.00	\$
Clerical Assistant		275.00	
Travel of Secretary-Treasurer		33.25	
Professional Services		115.00	
Office Supplies		107.88	
Bond Premiums		50.00	
Totals—Office of Secretary- Treasurer	\$ 850.00	\$ 856.13	\$ 6.13*
Fraternal Delegates	\$ 300.00	\$ 301.35	\$ 1.35*
Dues—American Council on Education	\$ 100.00	\$ 100.00	\$
Office of President	\$ 100.00	\$ 89.65	\$ 10.35
Expenses of Association Meetings			
Memphis Meeting—December, 1940	\$	\$ 359.73	\$
Louisville Meeting—December, 1941		134.37	
Totals—Expenses of Association Meetings	\$ 800.00	\$ 494.10	\$ 305.90
Contingent Fund			
Travel of Secretary-Treasurer	\$	\$ 26.55	\$
Totals—Contingent Fund	\$ 344.81	\$ 26.55	\$ 318.26
Totals—General Fund	\$ 29,362.89	\$ 27,257.98	\$ 2,104.91

SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
COMMITTEE ON APPROVAL OF NEGRO SCHOOLS FUND			
Secretarial Help	\$ 600.00	\$ 262.55	\$ 337.45
Office Expense	600.00	167.20	432.80
Inspection of Colleges	600.00	505.66	994.34
Inspection of Secondary Schools	900.00		
Travel Expense of Committee	800.00	79.75	720.25
Field Agent—Salary		666.66	666.66*
Field Agent—Travel Expense		187.46	187.46*
Excess of Estimated Budget Revenue			
Over Budget Appropriations	2,409.26		2,409.26
Totals—Committee on Ap- proval of Negro Schools Fund	<u>\$ 5,909.26</u>	<u>\$ 1,869.28</u>	<u>\$ 4,039.98</u>
GENERAL EDUCATION BOARD FUND			
Commission on Curricular Problems and Research			
Budget for Fiscal Year 1940-1941			
Salary of Director	\$ 4,500.00	\$ 4,500.00	\$
Salaries of Assistant Supervisors	11,000.00	10,025.54	974.46
Travel—Director	1,800.00	1,704.76	95.24
Travel—Assistant Supervisors	4,500.00	5,883.11	1,383.11*
Conferences with Aid of Consultants	300.00	108.41	191.59
Office Rent	240.00	240.00	
Secretarial Help and Supplies	1,160.00	1,281.98	121.98*
Contingent Fund	500.00	448.36	51.64
Totals	\$ 24,000.00	\$ 24,192.16	\$ 192.16*
Less—Expenditures During Prior Year	7,326.27	7,326.27	
Totals—1940-1941 Budget	<u>\$ 16,673.73</u>	<u>\$ 16,865.89</u>	<u>\$ 192.16*</u>
Budget for Southern Work Conference on Higher Education During Sum- mer of 1941:			
Expenses of Fifty Participants	\$ 3,375.00	\$ 3,538.45	\$ 163.45*
Staff of Consultants	1,500.00	374.91	1,125.09
Administration:			
Director and Associates	1,000.00	1,000.00	
Secretarial Staff	250.00	361.95	111.95*

SCHEDULE 6—*Continued*

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
GENERAL EDUCATION BOARD			
FUND— <i>Continued</i>			
Travel for Directors and Committee	\$ 500.00	\$ 1,788.84	\$ 1,288.84*
Contingent	375.00	944.77	569.77*
Totals—1941 Work Conference			
Budget	\$ 7,000.00	\$ 8,008.92	\$ 1,008.92*
Budget for the Coordinating Secretary of the Work Conference Committee for the Session 1941-1942:			
One Graduate Fellowship	\$ 400.00	\$ 200.00	\$ 200.00
Secretarial Assistance	200.00	25.00	175.00
Office Expenses	150.00	88.65	61.35
Travel and Contingent for Coordinat- ing Secretary	250.00	74.80	175.20
Stipend for Coordinating Secretary	500.00	62.50	437.50
Totals—Budget for Coordinat- ing Secretary	\$ 1,500.00	\$ 450.95	\$ 1,049.05
Budget for Evaluation of High School Graduates During the Session 1941- 1942:			
Travel of Committee on Evaluation	\$ 2,500.00	\$ 93.15	\$ 2,406.85
Clerical Help	750.00	40.00	710.00
Office Supplies	400.00		400.00
Contingent	350.00		350.00
Totals—Evaluation Budget	\$ 4,000.00	\$ 133.15	\$ 3,866.85
Budget for the Continuance and Extension of the Southern Association Study in Colleges and Secondary Schools Through Summer Con- ferences:			
Item 1. Staff Services in the Participat- ing Secondary Schools:			
Services of Director and Staff Mem- bers	\$ 11,000.00	\$ 842.00	\$ 10,158.00
Travel for Director and Staff Mem- bers	4,750.00		4,750.00
Conferences with Aid of Consultants	300.00		300.00
Office Rent	240.00	100.00	140.00

SCHEDULE 6—Continued

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
GENERAL EDUCATION BOARD			
FUND—Continued			
Secretarial Help and Supplies	\$ 1,210.00	\$ 140.30	\$ 1,069.70
Contingent	500.00		500.00
	<hr/>	<hr/>	<hr/>
	\$ 18,000.00	\$ 1,082.30	\$16,917.70
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Item 2. Southern Association Study:			
1941 Summer Conferences:			
Salaries of Administrative and Instructional Staffs	\$ 3,500.00	\$ 3,533.33	\$ 33.33*
Office Expense	200.00	390.00	190.00*
Supplies	200.00	211.70	11.70*
Supplies for Materials Bureau	100.00	39.38	60.62
Expenses of Principals and Teachers	2,080.00	1,811.59	268.41
Grants to Cooperating Institutions:			
Salary of Director		425.00	425.00*
University of Alabama	2,000.00	2,000.00	
Florida State College for Women	700.00	600.00	100.00
University of Florida	700.00	700.00	
Georgia State College for Women	1,200.00	1,200.00	
University of Kentucky	1,500.00	1,542.11	42.11*
University of North Carolina	800.00	742.65	57.35
North Texas State Teachers College	2,000.00	2,000.89	.89*
University of South Carolina	800.00	800.00	
University of Tennessee	2,000.00	2,000.00	
University of Texas	700.00	597.32	102.68
College of William and Mary	1,200.00	1,200.00	
Louisiana State University, Mississippi State College, and University of Virginia	750.00	425.00	325.00
Leadership Training Conference:			
Meetings of Representatives of all Participating Colleges and Universities and Members of the Staff of the Southern Study	1,200.00	1,689.50	489.50*
Work in Participating Secondary Schools	900.00	450.00	450.00
Institutional and Inter-Institutional Planning Meetings	700.00	171.75	528.25
Local Studies in Participating Schools:			
Staff Services	400.00	150.00	250.00
Travel	200.00	253.80	53.80*
Pre-Session Conferences:			
Staff Services	1,400.00	2,017.00	617.00*

SCHEDULE 6—*Continued*

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
Travel	\$ 600.00	\$ 647.87	\$ 47.87*
Contingent	2,020.00	2,108.68	88.68*
	<u>\$ 27,850.00</u>	<u>\$ 27,707.57</u>	<u>\$ 142.43</u>
Item 3. Staff Assistance to The Southern Association Study for Negroes:			
Supervision	\$ 1,500.00	\$ 150.00	\$ 1,350.00
Travel	700.00	184.67	515.33
Contingent	300.00		300.00
	<u>\$ 2,500.00</u>	<u>\$ 334.67</u>	<u>\$ 2,165.33</u>
Totals—Southern Study Budget	<u>\$ 48,350.00</u>	<u>\$ 29,124.54</u>	<u>\$ 19,225.46</u>
Budget for Provision of Scholarships at Southern Universities and Colleges	<u>\$ 6,067.15</u>	<u>\$ 3,162.11</u>	<u>\$ 2,905.04</u>
Totals—General Education Board Fund	<u>\$ 83,590.88</u>	<u>\$ 57,745.56</u>	<u>\$ 25,845.32</u>
COMMISSION ON CURRICULAR PROBLEMS AND RESEARCH—COMMISSION BUDGET			
Commission on Curricular Problems and Research			
Speakers for Commission Programs	\$ 200.00	\$	\$ 200.00
Secretarial Help	150.00	171.02	21.02*
Contingent	1,000.00		1,000.00
Expenses for Commission Travel	1,150.00	2,645.77	1,495.77*
Deficit 1940 Budget		151.17	151.17*
Total—Commission on Curricular Problems and Research—Commission Budget	<u>\$ 2,500.00</u>	<u>\$ 2,967.96</u>	<u>\$ 467.96*</u>

SCHEDULE 6—*Continued*

	Budget Appropriations for Year	Actual Expenditures for Period	Over* or Under Expended
PROGRESSIVE EDUCATION ASSOCIATION FUND			
Commission on Resources and Education			
Conference on Regional Materials:			
University of Tennessee	\$ 2,000.00	\$ 1,420.13	\$ 579.87
University of Kentucky	500.00	500.00	
George Peabody College	500.00	500.00	
	<hr/>	<hr/>	<hr/>
Totals	\$ 3,000.00	\$ 2,420.13	\$ 579.87
Less Expenditures During Prior Year	650.15	650.15	
	<hr/>	<hr/>	<hr/>
Totals—Progressive Education Association Fund	\$ 2,349.85	\$ 1,769.98	\$ 579.87
	<hr/>	<hr/>	<hr/>
Totals—All Funds	\$123,712.88	\$ 91,610.76	\$32,102.12
	<hr/>	<hr/>	<hr/>

The Commission on Secondary Schools

Organized in April, 1912

The Commission on Secondary Schools was created by the Association of Colleges and Secondary Schools of the Southern States in annual session at Tuscaloosa, Alabama, November, 1911. It was organized at Nashville, Tennessee, April, 1912, with Joseph S. Stewart, Chairman, and Bert E. Young, Secretary. Its first annual meeting was held at Spartanburg, South Carolina, November, 1912. A complete list of the officers and meeting-places appears on page 62 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. The meetings and officers since 1930 have been as follows:

1931—Montgomery, Alabama. M. E. Ligon, Chairman; Joseph Roemer, Secretary.

1932—New Orleans, Louisiana. J. Henry Highsmith, Chairman; Joseph Roemer, Secretary.

1933—Nashville, Tennessee. W. A. Bass, Chairman, Joseph Roemer, Secretary.

1934—Atlanta, Georgia. M. R. Hinson, Chairman, Joseph Roemer, Secretary.

1935—Louisville, Kentucky. S. B. Hathorne, Chairman; Joseph Roemer, Secretary.

1936—Richmond, Virginia. W. R. Smithey, Chairman; Frank C. Jenkins, Secretary.

1938*—Dallas, Texas. Edward Conradi, Chairman; Frank C. Jenkins, Secretary.

1939—Memphis, Tennessee. T. J. Dempsey, Jr., Chairman; Frank C. Jenkins, Secretary.

1940 (April, for 1939-40)—Atlanta, Georgia. J. W. O'Banion, Chairman; Frank C. Jenkins, Secretary.

1940 (December, for 1940-41)—Memphis, Tennessee. Gladstone H. Yeuell, Chairman; Frank C. Jenkins, Secretary.

1941—Louisville, Kentucky. E. R. Jobe, Chairman; Frank C. Jenkins, Secretary.

OFFICERS 1941-21

Chairman: Joseph B. Bassich, S.J., Loyola University, New Orleans, Louisiana.

Vice Chairman: E. R. Jobe, State High School Supervisor, State Department of Education, Jackson, Mississippi.

* For the year 1937-38, the annual meeting was held in April; so in 1939 for 1938-39.—Editor.

Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

MEMBERS	<i>Term</i>
	<i>Expires</i>
ALABAMA	<i>December</i>

W. L. Spencer, Chairman, Supervisor of Secondary Education, State Department of Education, Montgomery	*1942
L. H. Baer, Marion Institute, Marion	1942
James Chrietzberg, Principal, Holtville High School, Deatsville	1942
James A. Davis, Principal, Bessemer High School, Bessemer	1943
J. M. Malone, Birmingham-Southern College, Birmingham	1944
Paul Terry, University of Alabama, Tuscaloosa	1944

FLORIDA

J. Hooper Wise, Chairman, University of Florida, Gainesville	1942
Paul Eddy, State Department of Public Instruction, Tallahassee	1942
Father Ernest, St. Leo Academy, St. Leo	1944
M. R. Hinson, Florida State College for Women, Tallahassee	1944
Carl C. Strode, Principal, Sarasota High School, Sarasota	1944
J. H. Workman, Principal, Pensacola High School, Pensacola	1944

GEORGIA

J. L. Yaden, Chairman, Superintendent, Moultrie High School, Moultrie	1943
Father P. H. Dagneau, Marist College, Atlanta	1942
E. M. Highsmith, Mercer University, Macon	1942
J. G. Stipe, Emory University, Atlanta	1942
Fred Ayers, Superintendent, Fitzgerald High School, Fitzgerald	1943
W. E. Pafford, State High School Supervisor, Atlanta	1943

KENTUCKY

M. E. Ligon, Chairman, University of Kentucky, Lexington	1943
Mark Godman, State Supervisor of High Schools, State Department of Education, Frankfort	1942
C. M. Shutt, Berea Academy, Berea	1942
J. L. Cobb, Newport High School, Newport	1943
W. B. Jones, Professor of English, Georgetown College, Georgetown	1943
Robert B. Clem, Shawnee High School, Louisville	1944

* If meeting should be changed to spring, the date of expiration would become March, 1943, or whatever the month of meeting for the school year 1942-43. The terms of members of all commissions expire with the adjournment of the annual meeting held in the academic year for which the term is due to expire.—Editor.

LOUISIANA

I. C. Strickland, Chairman, Mansfield High School, Mansfield	1943
Joseph B. Bassich, S. J., Loyola University, New Orleans	1942
R. R. Ewerz, Director of Instruction and Supervision, State Department of Education, Baton Rouge	1942
Joseph C. Mulhern, S. J., Principal, Jesuit High School, New Orleans	1942
G. W. Ford, Principal, Lake Charles High School, Lake Charles	1943
Homer L. Garrett, Professor of Secondary Education, Louisiana State University, Baton Rouge	1943

MISSISSIPPI

E. R. Jobe, Chairman, State High School Supervisor, State Department of Education, Jackson	1942
J. W. Kennedy, Principal, Chamberlain-Hunt Academy, Port Gibson	1942
W. H. Sumrall, Dean, Mississippi College, Clinton	1942
W. H. Zeigel, Delta State Teachers College, Cleveland	1942
W. H. Braden, Superintendent, Natchez Public Schools, Natchez	1943
J. O. Snowden, Superintendent, Columbia Public Schools, Columbia	1944

NORTH CAROLINA

J. Henry Highsmith, Chairman, State Department of Public Instruction, Raleigh	1944
Holland Holton, Duke University, Durham	1942
W. C. Pressly, Peace Junior College, Raleigh	1942
T. T. Hamilton, New Hanover High School, Wilmington	1943
G. B. Phillips, University of North Carolina, Chapel Hill	1943
Charles F. Carroll, Jr., Superintendent, High Point High School, High Point	1944

SOUTH CAROLINA

J. McTyeire Daniel, Chairman, University of South Carolina, Columbia	1944
E. C. Hunter, Converse College, Spartanburg	1942
Mary V. McBee, Ashley Hall, Charleston	1942
H. O. Strohecker, Principal, Boys High School, Charleston	1943
Fred C. Cox, Principal, Orangeburg High School, Orangeburg	1944
E. W. Rushton, State High School Supervisor, State Department of Education, Columbia	1944

TENNESSEE

R. R. Vance, Chairman, State High School Supervisor, State Department of Education, Nashville	1944
Ernest C. Ball, Superintendent, Memphis City Schools, Memphis	1942
William R. Webb, Headmaster, Webb School, Bell Buckle	1942

- John L. Meadows, Professor of Secondary Education, Tennessee Polytechnic
Institute, Cookeville 1943
William M. Alexander, Professor of Secondary Education, University of
Tennessee, Knoxville 1944
F. S. Elliott, Principal, Whitehaven High School, Whitehaven 1944

TEXAS

- J. W. O'Banion, Chairman, Chief Supervisor of High Schools, State De-
partment of Education, Austin 1944
T. Q. Srygley, Assistant Superintendent, Port Arthur Schools, Port Arthur
1942
Bryan Dickson, Superintendent, San Angelo Public Schools, San Angelo 1943
E. N. Jones, Dean, Baylor University, Waco 1943
J. J. Delaney, Schreiner Institute, Kerrville 1944
J. G. Umstattd, University of Texas, Austin 1944

VIRGINIA

- Walter Flick, Chairman, Washington and Lee University, Lexington 1942
Fred M. Alexander, Supervisor of Secondary Education, State Department
of Education, Richmond 1942
John C. Boggs, Principal, Randolph-Macon Academy, Front Royal 1942
A. B. Bristow, Principal, Matthew Fontaine Maury High School, Norfolk
1943
A. M. Jarman, University of Virginia, Charlottesville 1944
Lamar R. Stanley, Principal, Newport News High School, Newport News
1944

MEMBERS-AT-LARGE

- A. C. Anderson, Professor of Secondary Education, Alabama College,
Montevallo, Alabama 1943
Hal Anderson, Principal, Corinth High School, Corinth, Mississippi 1943
Laurie H. Battle, Superintendent, Douglas High School, Douglas, Georgia
1943
E. A. Crudup, Principal, South Broward High School, Dania, Florida 1943
H. D. Fillers, Superintendent, Wichita Falls, Texas 1943
Spencer J. McCallie, Headmaster, McCallie School, Chattanooga, Tennessee
1943
E. L. Alberson, Principal, Fair Park High School, Shreveport, Louisiana 1944
O. B. Cannon, Superintendent Public Schools, Newberry, South Carolina
1944
R. M. Hawkins, Head of Training School, Sam Houston State Teachers
College, and Superintendent of Public Schools, Huntsville, Texas 1944
Walter C. Jetton, Tilghman High School, Paducah, Kentucky 1944

Henry T. Moncure, Principal, George Washington High School, Alexandria,
Virginia 1944
W. H. Plemmons, Principal, Lee. H. Edwards High School, Asheville,
North Carolina 1944

STANDING COMMITTEES

I. PROGRAM

Joseph B. Bassich, Chairman; E. R. Jobe, Frank C. Jenkins

II. LIBRARY

J. Henry Highsmith, Chairman; C. H. Stone; W. L. Spencer; Mrs. Frances
Lander Spain; W. H. Shaw; T. A. Hendricks

III. STANDARDS

J. G. Stipe, Chairman; E. R. Jobe; Father Ernest; R. R. Ewerz; J. L. Cobb

IV. CENTRAL REVIEWING COMMITTEE FOR PUBLIC
SECONDARY SCHOOLS

ONE YEAR

Kentucky: Mark Godman	Mississippi: E. R. Jobe
Louisiana: R. R. Ewerz	North Carolina: J. Henry Highsmith

TWO YEARS

South Carolina: J. McTyeire Daniel	Texas: J. W. O'Banion
Tennessee: R. R. Vance	Virginia: Fred M. Alexander, Chairman

THREE YEARS

Alabama: W. L. Spencer	Florida: M. R. Hinson
Georgia: J. L. Yaden	

V. CENTRAL REVIEWING COMMITTEE FOR PRIVATE
SECONDARY SCHOOLS*

ONE YEAR

Georgia: J. G. Stipe, Chairman	Tennessee: Will R. Webb
North Carolina: W. C. Pressly	Virginia: John C. Boggs

TWO YEARS

Alabama: L. H. Baer	Mississippi: W. H. Braden
Kentucky: C. M. Shutt	

* Under the resolution creating this committee, five members must be representatives of colleges, four must come from private schools, and two are unrestricted as to classification. (See QUARTERLY, Volume I, page 83, February, 1937.)—EDITOR.

THREE YEARS

Florida: Father Ernest South Carolina: Mary V. McBee
Louisiana: Father Joseph B. Bassich Texas: J. G. Umstattd

ROUTINE COMMITTEES**

I. AUDITING

Father Joseph B. Bassich, S.J., Chairman: V. M. Mulholland; Fred M. Alexander; W. L. Spencer; J. W. Kennedy

II. BUDGET

R. J. Koonce, Chairman; M. R. Hinson; Miss Mary V. McBee; H. D. Fillers; L. H. Baer.

III. RESOLUTIONS

Father P. H. Dagneau, Chairman; I. C. Strickland; J. D. Riddick; Ernest C. Ball; E. A. Crudup.

IV. NOMINATIONS

A. B. Crawford, Chairman; Father J. C. Mulhern; W. H. Sumrall; S. J. McCallie; Gladstone H. Yeuell.

V. APPEALS

Paul Eddy, Chairman; Mark Godman; H. O. Strohecker; John C. Boggs; E. N. Jones.

SPECIAL COMMITTEES**

I. COMMITTEE ON USE OF THE EVALUATIVE CRITERIA OF THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

J. G. Umstattd, Chairman; H. D. Fillers; W. L. Spencer; A. B. Bristow; J. L. Yaden; Father Mulhern; Hal Anderson; J. Henry Highsmith; E. W. Ruston; John L. Meadows; Paul Eddy; A. B. Crawford.

II. COMMITTEE TO STUDY HIGH SCHOOL AND COLLEGE GUIDANCE AND COLLEGE FRESHMEN ACHIEVEMENT

R. F. Thomason, Chairman; J. Hooper Wise; A. B. Crawford; Paul L. Palmer; J. M. Smyth; Forest W. Murphy; Fred C. Smith.

** Terms of routine committees expired with the adjournment of the Louisville meeting; the special committees continue through the current year.

Report of the Commission on Secondary Schools

By FRANK C. JENKINS, *Secretary*

MEETING OF TUESDAY MORNING, DECEMBER 2, 1941

The thirtieth session of the Commission on Secondary Schools was called to order by the Chairman, E. R. Jobe, at 9:30 A.M., Tuesday, December 2, 1941, in the Ballroom of the Brown Hotel, Louisville, Kentucky.

The meeting was opened with vocal selections by the Louisville Girls High School Glee Club, directed by Miss Selma Kranz. Numbers presented were "Fluttering Birds," by Mana-Zucca; "It is the Sunrise Hour" (from "Arabian Cycle of Songs"), by Charles Gilbert Spross; Sylvia, by Oley Speaks; "A Russian Folk Song" (solo) sung by Miss Betty Gray; "The Sandman," by Brahms, with solo part taken by Miss Billie Cole; "The Alphabet," by Mozart; and "The Star," by Rogers. The audience joined the Glee Club in singing the final number, "America the Beautiful."

President Frank Caldwell, Louisville Presbyterian Seminary presented an inspiring religious address, "The Peanut Gallery View of Life." He contrasted the peanut gallery, or balcony, view of life with the roadside view. He pleaded for the roadside view, and concluded with a poem on "Faith," by G. A. S. Kennedy.

READING OF THE MINUTES

Motion was made by Dr. Holland Holton, and seconded by Mr. J. L. Yaden, that the reading of the minutes of the last meeting be dispensed with since they were published in the SOUTHERN ASSOCIATION QUARTERLY, Vol. V, No. 1, February, 1941.

ROUTINE COMMITTEES

The Chairman announced the following routine committees:

I. AUDITING

Joseph B. Bassich, Chairman; V. M. Mulholland; Fred M. Alexander; W. L. Spencer; J. W. Kennedy

II. BUDGET

R. J. Koonce, Chairman; M. R. Hinson; Miss Mary V. McBee; H. D. Fillers; L. H. Baer

III. RESOLUTIONS

Father P. H. Dagneau, Chairman; I. C. Strickland; J. D. Riddick; Ernest C. Ball; E. A. Crudup

IV. NOMINATIONS

A. B. Crawford, Chairman; Father J. C. Mulhern; W. H. Sumrall; S. J. McCallie Gladstone H. Yeuell

V. APPEALS

Paul Eddy, Chairman; Mark Godman; H. O. Strohecker; John C. Boggs; E. N. Jones

The Chairman stated that questionnaires had been sent to members of the Commission, asking for suggestions as to topics suitable for discussion at this meeting. A majority of the members were interested in the question of work experience and how it can be brought into the school program. Mr. Jobe presented to the Commission Dr. Morris R. Mitchell, State Teachers College, Florence, Alabama, who discussed "What the Schools May Learn from Work Camps." "What the Schools May do to Provide Work Experience," was presented by President G. D. Humphrey of Mississippi State College, State College, Mississippi. Excellent and well-received presentations were made by both of these speakers. The full address of each will appear in a later issue of the *QUARTERLY*. Discussion was led by Dr. J. McTyeire Daniel, University of South Carolina, and actively participated in by many of those in the audience.

MEETING OF TUESDAY AFTERNOON, DECEMBER 2, 1941

The session was called to order by Chairman Jobe at two o'clock, Tuesday, December 2, 1941. The program for the afternoon consisted of committee reports and nominations to fill vacancies on state committees. The reports follow in order.

REPORT OF CENTRAL REVIEWING COMMITTEE

The Central Reviewing Committee for Public Secondary Schools has had for the second consecutive year three days during which to review the reports of the eleven states comprising the Southern Association area. The Committee began its work at 10.00 A.M. on Saturday and continued, with an afternoon intermission, until 11:30 P.M., during which period membership applications from seven states were considered. Reconvening at 2:00 P.M. on Sunday afternoon, the Committee reviewed the applications of the four remaining states and adjourned at 5:30 P.M. Another meeting was called for 9 o'clock on Monday morning for the purpose of determining the status of a few special schools and of discussing the ever-recurring problems of interpretation of standards, uniformity of practice in the application of standards in the various states, etc. This discussion occupied about two and a half hours, adjournment taking place at 11:30. I mention these facts to show that determining the status of 1,028 public secondary schools requires a great deal of time and that three days can be very profitably spent in examining the reports of the eleven states. I believe that it is the consensus of the members of the Central Reviewing Committee for Public Secondary Schools that three days be again allotted for their work next year. This amount of time admits of a more complete and thorough consideration of all reports than was possible when the Committee had only one day for its work.

The Central Reviewing Committee for Private Secondary Schools convened at 9:00 o'clock on Monday morning, and on account of the smaller number of applications to be considered, completed its deliberations by noon.

The report on extra-territorial schools was made by the Secretary of the Commission

on Secondary Schools, Frank C. Jenkins. The following three schools were approved: American High School, Buenos Aires, Argentina; American School Foundation, Mexico, D. F.; Lago Community High School, Aruba, Netherlands West Indies.

The report on extra-territorial schools included an account, by the Secretary, of an inspection of the American School, Mexico City. Dr. Jenkins spent more than a week visiting classrooms, holding conferences with teachers, pupils, administrative officers and trustees; considering plant facilities, equipment and its effective use, the organization and function of the educational offerings, training of teachers, instructional and supervisory practices, guidance, and the service of the school to its community.

A summary of the evaluation of the work of the school indicates that its administrative policies are sound, the school is in excellent financial condition, relationships between teachers, superintendent, and trustees are wholesome, plant and equipment are adequate and have a high index of use, the faculty is well trained, and intelligent provision is being made to meet the varied needs of the boys and girls representing many nationalities. Judged by its efforts to serve its immediate clientele and the broader reaches of its international community, this institution is a superior school.

The Central Reviewing Committee for Public Secondary Schools followed the practice, instituted a few years ago, of devoting practically all its time to a discussion of the status of only those high schools possessing notable deficiencies and of accepting each state representative's report concerning those schools which had been observed by his committee as complying with all the Standards of the Commission on Secondary Schools.

The state committee reports this year revealed certain very definite problems not directly observable in past reports. I shall list the most pressing of these problems:

1. The Secondary schools of the Southern Association have suffered this year because of a serious shortage of trained teachers, particularly in the following fields: (1) business education or commercial, (2) health and physical education, (3) mathematics, (4) science, (5) agriculture, (6) home economics, (7) industrial arts, trades courses, and diversified occupations, and (8) librarianship. Most states report that it has been extremely difficult to find trained teachers in one or more of the foregoing fields and that they have frequently had to resort to the employment of substitute teachers less adequately trained for their positions than the teachers whose places they took.

2. This scarcity of trained teachers has been largely brought about by wholesale teacher resignations in the Southern states. Never has this condition been more critical than now. High school principals who have been holding commissions as reserve officers have been called into military service, and their positions, in many cases, have been temporarily filled by acting principals. The term *acting principals* is used, because the former principals expect to be able to return to their original positions when their period of military service has been completed. Teachers have resigned to enter military service, to enter some phase of our vast national defense industry program with an unprecedented increase in salary, or to accept teaching positions in counties or cities financially able to compete for their services by offering them larger salaries than they have been receiving. The attention of the members of the Central Reviewing Committee for Public Secondary Schools was repeatedly called to individual high schools which are at the present time being staffed, in whole or in part, by substitute or temporary teachers because trained teachers cannot be found who will accept the meager salaries offered.

Most states indicated that high school teachers' salaries are higher this year than they have been in immediate past years. In order to keep from losing their teachers and frequently against their will, boards of education have been

literally forced to raise salaries. In this respect, the national emergency is working to the slight advantage of the teachers, although local units have been finding and will continue to find it increasingly difficult to compete with the National Defense program as far as the salary problem is concerned.

3. Another problem confronting all states, but some states more than others, is that of overcrowding and building congestion in defense areas. High schools in these areas have suddenly been compelled to accommodate more students with no accompanying building expansion and with no money to pay the salaries of the additional teachers needed. Unless the Federal Government comes to the aid of the states thus affected, this problem will become increasingly acute and difficult for the states themselves to solve out of their own financial resources. The Central Reviewing Committee was inclined to temporize with this problem and hope for better days.

4. An enlarged emphasis is now being placed in the Southern states upon the establishment and maintenance of technical and vocational high schools. It is easy to understand why this is true in the light of the very definite influence which the National Defense program is exercising upon the secondary school program of studies. It was felt by some members of the Central Reviewing Committee that our present standards would have to be revised more adequately to take care of this type of school inasmuch as these standards were originally set up for the regular academic high school. This revision would probably manifest itself more in the professional and academic training requirements of technical and vocational high school teachers than anywhere else.

5. The Central Reviewing Committee has made a distinct effort this year to bring into the open for purposes of discussion the larger and more significant problems concerning secondary schools in the South. Quibbling over minutiae has been greatly reduced, although it is freely admitted that there is yet much room for improvement along this line. It is to be hoped that subsequent Central Reviewing Committees will continue more and more to take into consideration the larger aspects of their work and leave the disposition of details, most of them insignificant anyway, to the discretion of the individual state committees. These committees are far better qualified to pass upon such matters than representatives from other states who do not possess that intimate first-hand knowledge which of necessity must condition an intelligent decision in regard to the qualitative status of a particular secondary school.

The following statistical summaries indicate by states the number of schools approved by the Central Reviewing Committee.

SUMMARY OF APPROVED SECONDARY SCHOOLS—PUBLIC, 1941-42

State	No. Schools 1940-41	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1941-42
Alabama	59	3	4	26	21	58
Florida	99	1	1	16	20	99
Georgia	111	5	5*	23	13	111*
Kentucky	111	0	9	14	39	102
Louisiana	126	3	6	59	8	123
Mississippi	73	2	0	17	14	75
North Carolina	40	1	0	5	11	41
South Carolina	46	0	0	7	5	46
Tennessee	67	4	3	11	11	68
Texas	239	14	5	16	17	248
Virginia	57	3	3	17	17	57
Extra-Territorial	0	0	0	0	0	0
Total	1,028	36	36*	211	176	1,028*

SUMMARY OF APPROVED SECONDARY SCHOOLS—PRIVATE, 1941-42

State	No. Schools 1940-41	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1941-42
Alabama	8	1	0	1	0	9
Florida	24	0	1	2	2	23
Georgia	14	4*	0	2	1	18†
Kentucky	29	0	2	0	4	27
Louisiana	12	0	0	0	0	12
Mississippi	7	0	0	2	0	7
North Carolina	15	0	0	0	1	15
South Carolina	6	0	1	0	1	5
Tennessee	28	1	1	4	1	28
Texas	14	0	0	1	1	14
Virginia	24	1	0	11	5	25
Extra-Territorial	3	0	0	0	0	3
Total	184	7*	5	23	16	186†

* In addition to the two public schools not reporting in Georgia, three schools were transferred to the private school list.

† In addition to the one new private school added in Georgia, three schools were added to this list which have formerly been listed as public schools.

SUMMARY OF APPROVED SECONDARY SCHOOLS— PUBLIC AND PRIVATE, 1941-42

(See "Statistical Data on Schools," Table I, page 167, this issue of the *QUARTERLY*.)

The report of Mr. Vance was adopted.

REPORT OF COMMITTEE ON EXPENDITURE OF COMMISSION FUNDS IN THE STATES

The Committee on Expenditure of Commission Funds in the States has studied the problem of expending Southern Association money by state committees and submits the following recommendations:

1. That the expenditures of all Southern Association money by the various state committees of the Secondary Commission be under the jurisdiction of the state committee as a whole.
2. That each state committee as a whole examine and approve the financial report of the committee's expenditures before it is submitted at the annual meeting of the Secondary Commission for auditing.
3. That all money which is spent by the various state committees may be spent for: (a) Inspection of schools, (b) applying the evaluative criteria, (c) expenses of members of the committee for called meetings within the state, (d) expenses of members to the annual meeting of the Southern Association where advisable, (e) any other business which calls for financial expenditure which is directly a part of the activities of the Southern Association within the state.

Respectfully submitted,

R. R. VANCE
FATHER DAGNEAU
T. Q. SRYGLEY
MARK GODMAN
JAMES A. DAVIS, *Chairman*

The report was adopted.

REPORT OF COMMITTEE ON STANDARDS

The Committee on Standards recommends that Article 4, paragraphs (a), (b), and (c) be changed to read as follows:

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No three-year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth.) Five-year or six-year schools embracing grades 7, 8, 9, 10, 11 and 12 shall conform to the same standards as four-year senior high schools, and the decision of the State Committee shall be final as to whether a school is a bona fide four-year high school or in reality a five-six-year junior-senior high school combination.

A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work.

Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. No student who does not rank in the upper 25 per cent shall take more than four academic subjects with the exception of seniors that need a fifth subject for graduation. No student shall take more than five academic subjects. A different practice in the school must be explained to the State Committee.

An academic year shall be not less than 175 days during which the school is actually in session exclusive of holidays.

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers, including the superintendent, the principal, and the librarian, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. (In interpreting this standard, exceptions may be made in the case of teachers of specialized, non-academic subjects added to the high school curriculum because of national defense needs.)

Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or to some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The size of classes shall not be such as to impair efficiency of instruction. The maximum number of students in any academic class shall be 40 with a pupil teacher ratio of not more than 30 as the pupil teacher ratio for the school.

Respectfully submitted,

R. R. EWERZ
SUE M. POWERS
FATHER ERNEST
J. G. STIPE
E. R. JOBE, *Chairman*

The report was adopted.

REPORT ON UNIFORM TRANSFER BLANK

Many years ago the National Association of Secondary School Principals of the National Education Association adopted a uniform blank called "Certificate of Secondary School Credits." This blank has had wide usage; but because of the many changes in the practices in secondary education, which include changes in practices of admitting pupils from high school to college, the National Association of Secondary School Principals felt that it was time to evolve a new form. This same feeling was manifested in many other organizations including the National Association of Secondary School Principals, the Progressive Education Association, the Middle States and Maryland Association, and many state departments of education. This manifested interest was called to the attention of the American Council

on Education as well as the National Association of Secondary School Principals. As a result of this interest, the National Association of Secondary School Principals, with the cooperation of the American Council on Education, decided to call a group of people together for the purpose of evolving a new uniform transfer blank which might be used by high schools in sending appropriate information to colleges and also for the purpose of sending information to employers of high school graduates.

The Southern Association was invited to participate in this activity and was asked to appoint two men to represent the Southern Association at a meeting in Atlantic City on Saturday, February 22, 1941. This meeting was held, and Dr. Zook of the American Council acted as chairman. During this meeting the fact was brought out that the representatives of the National Association of Secondary School Principals had already invited the National Association of Registrars to help in this undertaking and it was therefore felt that it would be unwise to work in Atlantic City without the help of the college registrars. A report was therefore made to the Executive Committee of the National Association of Secondary School Principals recommending that a meeting be held in April, 1941, in Chicago, during the meeting of the National Association of College Registrars, at which time the registrars' association had agreed to send representatives to the meeting.

The meeting took place in Chicago in April, and the committee was composed of members of the American Council on Education, the New England Association, the Middle Atlantic Association, the North Central Association, the Southern Association, members from the National Association of College Registrars, and also the National Association of Secondary School Principals. For two days this committee met, considered carefully all blanks which had been prepared, and through an intelligent compromise on many points evolved the new uniform transfer blank which is now put out by the National Association of Secondary School Principals. The work of this Committee was very interesting because of the fact that both high schools and colleges seemed to agree on many major points. The influence of the high school was probably a predominating factor, and rightly so, since the reports originate in the high schools. The college registrars were very cooperative and the whole meeting indicated that it was possible for all parts of the United States to agree on certain things which could be used as records in both high schools and colleges. The blank also reflects certain trends in secondary education and also reflects certain practices in various parts of the United States. The whole idea was to evolve a form which would be very flexible and which might be used for both colleges and employers of high school graduates.

The form has been printed and is now available from the National Association of Secondary School Principals of the National Education Association. Many colleges and high schools have already displayed great interest in this form, and many colleges have asked for permission to reprint the blank to be used in their territory. The Executive Secretary of the National Association of Secondary School Principals has sent this blank to all colleges and high schools of the Southern Association. The committee of the Southern Association hopes that you will ask the National Association of Secondary School Principals, 1201 Sixteenth Street, N.W., Washington, D.C., for a copy. The committee of the Southern Association which attended these meetings feels that every member of the Southern Association would do well to get a copy of the blank and to study its possibilities. This is particularly true where a school serves a wide area, covering many states and many sections of the country.

The committee wishes to express its appreciation to the Southern Association for naming them as members of this committee, and it feels that it has gained a great

deal of personal experience and has in a small way influenced this national blank which will serve some of the needs of our high schools and colleges.

Respectfully submitted,

M. E. LIGON

T. Q. SRYGLEY

The report was accepted.

NOMINATIONS TO FILL VACANCIES ON STATE COMMITTEES

Prior to the meeting of Tuesday afternoon each State Chairman handed to the Secretary a list of nominations to fill vacancies on State Committees. These were read by the Secretary and approved by the Commission. (See pages 79-80, this issue of the QUARTERLY.)

REPORT OF COMMITTEE ON USE OF THE EVALUATIVE CRITERIA IN THE REGION OF THE SOUTHERN ASSOCIATION¹

Through correspondence, personal interview, and questionnaire, the Committee on the Use of the Evaluative Criteria of the Southern Association of Colleges and Secondary Schools for 1940-41 attempted to ascertain the extent to which schools in the South were using the criteria, the nature of the use being made of the materials, the shortcomings discovered in the criteria and in their administration, and ways in which the weaknesses might be remedied.

EXTENT OF USE

During the late summer and early fall of 1941, a brief inquiry form was directed to each high school principal in ten of the eleven states that constitute the region of the Southern Association (Table 1). In the reply the principal indicated that one of the following statements applied to the school he headed in 1940-41: had not learned of the *Evaluative Criteria*²; had learned something of the materials, but did not have a set; possessed a set, but had not studied it critically; had studied the materials and planned to use them in 1941-42; had used the materials in the school for a specified number of months; had been visited by an outside committee and since the evaluation had made the improvements described in an accompanying letter. The principal also indicated the number of grades and pupils in his high school.

One purpose the committee had in mind in circularizing all high schools in the South was to acquaint the principals with the instrument in case they had not previously known of it. Two hundred forty principals checked that they had not heard of the materials and requested further information. Later, through the aid of the Cooperative Study, descriptive circulars were sent to each. This purpose was prob-

¹ The members of the Committee on the Use of the Evaluative Criteria of the Southern Association of Colleges and Secondary Schools for 1940-41 included A. B. Bristow, Norfolk, Virginia; Albert B. Crawford, Lexington, Kentucky; Paul Eddy, Tallahassee, Florida; H. D. Fillers, Wichita Falls, Texas; J. Henry Highsmith, Raleigh, North Carolina; R. J. Koonce, Yazoo City, Mississippi; Father Mulhern, New Orleans, Louisiana; W. D. Nixon, Columbia, South Carolina; Miss Sue Powers, Memphis, Tennessee; J. Harold Saxon, Athens, Georgia; W. L. Spencer, Montgomery, Alabama; and J. G. Umstattd, Austin, Texas, Chairman. M. E. Ligon, Lexington, Kentucky; J. McT. Daniel, Columbia, South Carolina; Fred Alexander, Richmond, Virginia; and R. R. Vance, Nashville, Tennessee, also cooperated in the study.

² A set of the materials includes the *Evaluative Criteria*, 1940 Edition, 60 cents; *How to Evaluate a Secondary School*, 1940 Edition, 90 cents; *Educational Temperatures*, 1940 Edition, 50 cents; published by the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C.

ably the most valuable one served by the inquiry, although the returns indicate the extent to which the instrument had been used in the Southern Association region prior to July, 1941.

The percentages of returns from the several states are as follows, each figure indicating the percentage of the total number of schools in the state: Alabama, 49 per cent; Florida, 25 per cent; Kentucky, 21 per cent; Louisiana, 18 per cent; Mississippi, 7 per cent; North Carolina, 26 per cent; South Carolina, 31 per cent; Tennessee, 37 per cent; Texas, 35 per cent; and Virginia, 48 per cent (Table 1). A considerably higher percentage came from schools that were members³ of the Southern Association than from non-member schools. The percentages of returns from the member schools were: Alabama, 54 per cent; Florida, 45 per cent; Kentucky, 67 per cent; Louisiana, 31 per cent; Mississippi, 50 per cent; North Carolina, 38 per cent; South Carolina, 67 per cent; Tennessee, 42 per cent; Texas, 62 per cent, and Virginia, 28 per cent.

TABLE 1.

NUMBER AND PERCENTAGE OF RESPONDENTS FROM TEN STATES DISTRIBUTED BY MEMBERSHIP AND NON-MEMBERSHIP IN THE SOUTHERN ASSOCIATION

RESPONDENTS						
States	Members of Southern Association	Per Cent*	Non- Members	Per Cent†	Total Respondents	Per Cent‡
Alabama	36	54	136	48	172	49
Florida	55	45	32	14	87	25
Kentucky	94	67	68	11	162	21
Louisiana	43	31	34	12	77	18
Mississippi	40	50	3	1	43	7
North Carolina	22	38	232	25	254	26
South Carolina	35	67	99	28	134	31
Tennessee	41	42	205	36	246	37
Texas	158	62	309	28	467	35
Virginia	23	28	173	50	196	48
Total	547	52	1,291	25	1,838	29

* Per cent of the total number of members in the state.

† Per cent of the total number of non-members in the state.

‡ Per cent of the total number of schools in the state.

The lower percentages for the non-member schools may have resulted from any one of several factors; for example, the greater turn-over among the principals of the smaller schools may have partially explained their not returning the inquiry form, or the lesser training of principals of non-member schools as compared with principals of member schools may have caused them to be less likely to return inquiry forms, or they may have been less acquainted with the materials and did not choose to reveal that fact. Of the total 1,054 member institutions in the ten states which

³ Membership in the Southern Association of Colleges and Secondary Schools is recommended by the State Committee for the state in which the school is located and approved or reconsidered by the Central Reviewing Committee of the Commission on Secondary Schools of the Association on the basis of standards set forth in *Standards of the Commission on Secondary Schools*, Southern Association, Nashville, Tennessee.

TABLE 2.

PERCENTAGE DISTRIBUTION OF MEMBER AND NON-MEMBER RESPONDENTS ACCORDING
TO DEGREE OF USE

(Percentage based on number of respondents, not on total number of schools in
state in each class.)

States and Membership in Southern Association	1*	2	3	4	5	6	7
Alabama:	%	%	%	%	%	%	%
Members	8	14	22	18	28	8	3
Non-members	38	31	10	12	9	0	0
Florida:							
Members	20	18	25	24	7	4	2
Non-members	50	25	16	3	0	3	3
Kentucky:							
Members	13	15	20	35	12	4	1
Non-members	62	27	6	4	2	0	0
Louisiana:							
Members	21	9	23	17	19	2	7
Non-members	56	12	12	15	6	0	0
Mississippi:							
Members	3	13	23	38	15	8	3
Non-members	0	33	0	0	33	33	0
North Carolina:							
Members	14	5	9	14	18	14	27
Non-members	54	29	5	5	7	0	0.4
South Carolina:							
Members	0	6	14	34	23	11	11
Non-members	67	24	2	6	1	0	0
Tennessee:							
Members	5	10	27	12	34	7	5
Non-members	19	17	26	21	17	0	0
Texas:							
Members	8	18	12	27	19	10	5
Non-members	41	26	12	14	5	1	0.7
Virginia							
Members	0	4	9	26	13	22	26
Non-members	26	35	11	12	9	4	3
Total for							
Southern Association Members	10	14	18	27	18	8	6
Non-members	40	26	12	12	8	1	0.7

* The columns parallel the degrees of use as follows:

Column 1, have not yet had the opportunity to learn about the *Evaluative Criteria*.

Column 2, have learned something of the materials but do not have a set.

Column 3, have a set but have not gone through the materials fully.

Column 4, have studied the materials and plan to use them next fall.

Column 5, have used the materials in our school months, but have not yet had any outside committee evaluate the school.

Column 6, school was evaluated by an outside committee,, 19

Column 7, since the evaluation we have made improvements described in the accompanying letter.

cooperated, 547 schools, or 52 per cent, responded, whereas of the 5,180 non-member schools to which the inquiry was sent only 25 per cent responded.

Table 2 shows for each state the percentages of member and non-member schools for each of the seven degrees of usage among the schools that reported. It should be clear to the reader that these percentages are not based upon the total member and non-member schools in the state, but rather upon the number reporting from each state. Some of the more significant points revealed in Table 2 are that forty per cent of the non-member schools had not had the opportunity to learn about the *Evaluative Criteria*, whereas only ten per cent of the member schools so reported; about one-fourth of the member schools had planned to use the materials in 1941-42 (column 4) and another one-fifth had used the materials but had not been visited (column 5), whereas among the non-members there were approximately only one in eight planning to use the materials in 1941-42 and only one in twelve that had used the materials but had not been visited; and about one in seven of the member schools (columns 6 and 7) and one in sixty of the non-member schools had been evaluated by an outside committee.

While it was not the intention of the committee to make comparisons among the several states, the reader who cares to do so will find such comparisons in Table 2; but he is cautioned to bear in mind that the percentages shown apply not to the total number of schools in the state but to the number reporting in this study. The information was not available to the Committee for determining whether or not those reporting were representative of the total number of schools. It is the "guess" of the chairman of the committee that considerable selection took place in the reporting on the assumption that schools that had used the criteria would be more likely to respond than would those which had not used the criteria; that is to say, it is probably true that the percentages, particularly in columns 4, 5, 6, and 7 are higher than the percentages would be if every school in the South had reported.

Distributions according to size of school were prepared for each state and have been supplied to the committee members for their respective states. The detailed tabulations are not carried in this report. In general, the distributions by size indicated very little use of the criteria in schools with fewer than 100 pupils. Increasingly greater use of the criteria was revealed in the successive size groups. This tendency may be illustrated by reference to Table 3 which was prepared for the three states from which largest returns came, North Carolina, Tennessee, and Texas. The table presents the total number of schools in the three states distributed according to size and the total number of schools from the three states reporting that they had either evaluated themselves or had been evaluated by an outside committee. It may be noted that only 1.8 per cent of the schools with fewer than 100 pupils so reported, whereas 24.2 of the schools with more than 1,000 pupils indicated they had been evaluated. The percentages increase successively for the several size groups with the exception of the 300 to 499 group. In interpreting this table it should be borne in mind that if all schools included in the middle row had returned the inquiry blank the percentages in the bottom row would have been higher. It is doubtful, however, that complete returns would have altered greatly the tendency revealed in the tabulation; that is to say, it is highly probable that complete returns would have shown that greater proportions of larger than of smaller schools had been evaluated.

TABLE 3.
PROPORTION OF EVALUATIONS AMONG SCHOOLS OF VARIOUS SIZES

	SIZE OF SCHOOL						Total
	Under 100	100- 199	200- 299	300- 499	500- 1000	Over 1000	
Number of respondents that reported evaluations	14	36	42	21	25	15	153
Total number of schools in North Carolina, Tennessee, and Texas	792	1,033	484	287	151	62	2,809
Per cent	1.8*	3.5	8.7	7.3	16.5	24.2	5.0

* It should be noted that not all schools in the South responded to the check list.

NATURE OF USE

The members of the Committee, one from each state, were almost unanimous in their opinion that the primary use of the *Evaluative Criteria* should be self-appraisal by the school rather than evaluation by outsiders with a view to accreditation. Some of their statements are as follows:

"The dominant purpose in using the criteria is self-appraisal by the school with a view to the improvement of its program; in other words, the first aim in using the criteria is stimulation." (North Carolina.)

"In my opinion and according to my judgment, the dominant purpose of the criteria should be stimulation rather than inspection." (Mississippi.)

"Most principals with whom I have talked feel that the dominant purpose of the criteria should be for self-appraisal and for stimulation. Very few seem to feel that it should be used for inspection purposes, or as a basis for membership in regional associations. My own feeling is the same as that of these principals." (Alabama.)

"The dominant purpose in the use of the criteria should be self-appraisal of the school with a view to improving its program. Inspection is merely incidental to that." (One of the two Texas members.)

"According to my judgment the dominant purposes of the criteria are evaluation, stimulation, and accreditation. These three purposes are not independent of each other, but each is an aspect of the total process or program. While each purpose is not independent of the other two, there is a distinction. The accreditation purpose should follow the other two. I would not say that the dominant purpose is an either-or proposition but a program which includes evaluation, stimulation, and accreditation." (Kentucky.)

"I am in favor of using the criteria both for self-appraisal and inspection. I understand inspection, however, not to mean the sole means for admitting or rejecting schools for membership." (South Carolina.)

"In my judgment, the dominant purpose in the use of the criteria is self-appraisal by the school with a view to the improvement of its program. We have never used the *Evaluative Criteria* for purposes of inspection alone. We are encouraging our secondary schools to use the criteria for the purpose of self-analysis and self-improvement without any regard to an outside committee visit. We are trying to discourage our high schools from merely preparing for a committee visit." (Tennessee.)

The opinion of the committee members may safely be taken to be representative of the several states, because each member based his opinion upon the reactions he had observed in his state. The general view presented above by the committee members

also reflects numerous discussions at the Southern Association meetings during the last two years. There is an overwhelming opinion against using the criteria on an inspectorial basis. It is felt that the initiative in improvement should be taken by the local school and that there should be no trace of imposition of outside standards, in the use of the criteria, by persons or committees with authority. Where the criteria are imposed by outside authority the whole enterprise is killed; whereas when it is done at the initiative of the local school with little or no outside assistance, decided improvements will invariably result. This is the opinion of the entire committee. In the judgment of the chairman of the committee, any regional association that attempts to impose the criteria with a view to accreditation will prevent the realization of the finer values that would unquestionably be realized by permitting schools more slowly to use the criteria for self-appraisal purposes. It would be better to use fifteen years and realize the values that would come from the self-appraisal approach than to spend only five years and, on the accreditation basis, impose the program on all member and would-be member schools.

With respect to informing the schools about the criteria, initially, and to following through with the evaluation, various practices are followed in the ten states, according to individual reports of the committee members. Typical methods of initial contact are correspondence, visitations, conferences, and course work in institutions of higher education.

The conferences reported by committee members are of several types. Kentucky reported that the State Association of Secondary School Principals have held meetings based on the criteria. Several states reported regional conferences called by the State Departments, by educational institutions, or by the Cooperative Study of Secondary School Standards. Texas reported twelve one- or two-day conferences in 1940-41, which were attended by superintendents, principals, or teachers from 180 school systems. The program of a typical two-day conference follows:

FIRST DAY

- 9:00-10:00: Background of the criteria: Lecture and film strips;
- 10:00-11:00: Discussion of questions from the floor;
- 11:00-12:00: Distribution of sets of materials⁴ and discussion of techniques of use;
- 1:30-3:30: Practice session with conference members trying out the materials in the school where the meeting was being held;
- 3:30-4:30: Discussion of the try-out experiences;
- 7:30-9:00: Lecture or panel on an educational topic related to evaluation in secondary education.

SECOND DAY:

- 9:00-12:00: Discussion of problems that arise in applying the criteria to a local school on a self-appraisal basis: determination of philosophy, organization of faculty into work committees, use of pupils and laymen, calculating the "temperature" percentiles, and so forth;
- 1:00-3:30: How to use the results of self-evaluation for improving the program of the school;
- 3:30-5:00: Summary and further discussion of questions from the floor.

Committee members from Kentucky and Texas reported work done by their respective state universities. Comparable work has been carried out in other states, but was not reported. Three courses on the *Evaluative Criteria* have been offered at the University of Kentucky. One feature of these courses has been to have students

⁴ See footnote 2, above.

assist local schools in appraising their programs. Another has been to hold conferences on the criteria in different sections of the state. Instructor and students also act on evaluation committees. The University of Texas has held a graduate center, organized around the *Evaluative Criteria*, during each of the last four academic years in major cities of the state. Each center has held fourteen meetings on the conference-laboratory plan attended in the main by superintendents and principals of smaller systems who were using the criteria on the self-appraisal plan. Sixty-three school systems have been served in these centers, a major emphasis having been placed upon a detailed five-year plan of improvement for each school based upon the findings of its own self-appraisal by use of the criteria. In cooperation with the Texas State Department of Education during the summer of 1941, the University of Texas set aside a section of its six-weeks conference-laboratory for seventeen deputy state superintendents in order to enable them to make an intensive study of the *Evaluative Criteria* and of their use as an instrument of supervision. The deputies spent the mornings at the University and the afternoons in the offices of the Director of Supervision, J. W. O'Banion, where, under his guidance and that of chairmen chosen from their own group, they remodeled one section of their bulletin on standards and activities to conform with the *Evaluative Criteria*.⁵

At the meeting of the committee on the use of the *Evaluative Criteria* immediately after its appointment in Memphis in 1940, the members unanimously agreed that each would seek to get courses on the *Evaluative Criteria* established in the higher educational institutions in his state. Illustrations of work being done in other states, similar to that reported above for Kentucky and Texas, would no doubt have been available if the chairman of the committee had circularized the other members on the point. It is hoped that the newly appointed committee will ascertain the number of colleges in the South that are assisting in acquainting schools with the criteria and the nature of the assistance being given.

Another phase of the work studied by the committee is the method of procedure within a given school. First, it should be made clear that it is universally the practice to advise schools to evaluate themselves before they invite outside committees. Experience has shown that it requires at least six months for a school to carry out a successful program of self-appraisal with the *Evaluative Criteria*. Large schools require a full academic year, preceded by a summer of study by the principal or other members of the faculty.

Several plans were discovered in use by schools of different sizes. All plans have the first two steps in common:

1. Complete mastery of the materials by at least one member of the staff. A fairly good mastery requires a minimum of twenty hours of concentrated study—away from the telephone.
2. The determination of the philosophy of the school. This step first involves supplying enough copies of Section B, "Philosophy and Objectives,"⁶ for each teacher to have one easily accessible. It subsequently involves several meetings for free discussion over a period of three weeks or a month. Eventually, a consensus is reached that is satisfactory to at least the majority of the staff members. Supposedly, this statement of philosophy is to guide the staff in its appraisal of the program of the school.

⁵ Part II, pages 35-156, *Standards and Activities of the Division of Supervision 1940-41*, Bulletin No. 409, State Department of Education, Austin, Texas, September 1, 1941, prepared under the direction of J. W. O'Banion, Director of Supervision.

⁶ *Evaluative Criteria*, op. cit., pages 5-16. Also published as a separate pamphlet by the Cooperative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., and sold at five cents per copy.

From this step onward, a variety of plans were discovered by the committee. Most of the elements in the various plans are included in the following statements:

1. Only those teachers participate who are entirely willing to do so.
2. Each teacher volunteers to act on one of the nine committees, there being a committee for each of the nine sections, D through L.⁷
3. A council or steering committee is made up of the nine committee chairmen, the principal, the superintendent, sometimes representative pupils chosen by their classmates, and sometimes laymen selected by the PTA or other groups.
4. In very small schools all teachers constitute a single committee which works through all nine sections.
5. Each committee reports its findings to the entire staff and the findings are discussed. Usually at least two meetings are necessary for each committee report and discussion. Thus, several months are needed for the nine committee reports.
6. Section C, "Pupil Population and School Community,"⁸ is administered in various ways: By the school clerk, by a social science class in cooperation with one or more teachers, by a separate committee of teachers, by a joint committee of teachers and PTA members.
7. After the nine committee reports have been accepted by the faculty, the percentile scores for the temperature charts are computed by the respective committees or delegated to one person, and the charts are prepared.
8. At this point the school requests the appointment of a visiting committee by the chairman of the State Executive Committee of the Southern Association for his state.
9. Either before or after the outside committee has checked the school's self-appraisal results, suitable publicity is given the results through: a. Presentation of the charted results at a banquet of faculty and board of education. b. Similar presentation to the PTA and other local groups. c. Discussion in classes in the high school. d. Use of the local press. (In one community, the two editors of the town papers turned over their issues for one day to the schools, and the pupils of the high school prepared the entire issues from the results of the school's self-appraisal.)
10. The school prepares and begins the execution of a five-year program of improvement based upon its own and the visiting committee's evaluation, with the pledged support of the board of education and lay organizations.

A variety of procedures were also discovered in use by visiting committees. In compiling the following list, the ideas submitted by the several state committee members were used:

1. The visiting committee is appointed by the chairman of the state committee for the Southern Association;
2. The preferred practice is for the school to have appraised itself before the outside committee is appointed;
3. The size of the visiting committee varies according to size of school, from a minimum of twelve members to any number up to forty;
4. Principals and superintendents from nearby communities, members of state departments of education, members of education staffs of teacher-education

⁷ *Ibid.*, pages 29-129.

⁸ *Ibid.*, pages 17-28.

institutions, and preferably also members of liberal arts staffs from such institutions. (At least a majority of the members should have had experience with the *Evaluative Criteria*.);

5. It is desirable to have a joint meeting of the committee and high school faculty before the committee begins its work. (In one state such a meeting is held at 7:30 on the Sunday evening before the work is to begin the following morning. In another state this meeting is held before school or at noon the first day of the visit. The purpose of the meeting is to allay any fears the teachers may have and to establish cordial relations.);

6. The first hour of the committee's work consists of the formulation of sub-committees for the nine sections of the criteria, discussion of the school's philosophy, distribution of class schedules and other forms, planning for the sub-committee reports, announcements, and other details.

7. Each sub-committee concentrates upon its section of the criteria. All members of all committees visit classrooms to observe teaching;

8. Usually at least three days are needed for the work of the committee, including late afternoon and night sessions for committee reports. (The living expenses of the committee are paid by the local school. In some states at least two sub-committees report the first night to the general committee and to the members of the faculty who find it possible to attend. Members of the board of education and PTA are frequently invited to hear the sub-committee reports.);

9. Some sub-committees have the school's self-appraisal in hand while working; others prefer to work unconditioned by the school's appraisal until its own work has been completed;

10. The general committee's final report results from the discussion which accompanies the sub-committee reports. (The general chairman acts as referee during the discussion, and enters the school's numerical ratings for each minor division of the criteria as a consensus is reached on each point. This is a burdensome task, but it results in much good to the school when a cordial yet objective attitude prevails. Approximately fifteen hours are required for the reports of the sub-committees.);

11. As the ratings are completed for each section, the results are forwarded to one member of the committee or a trained clerk who has been delegated to compute the percentiles and prepare the temperature charts. (By this procedure all charts are completed within a half hour after the last report has been given.);

12. The charts are displayed and discussed at a final meeting of committee and faculty. (The board of education or other laymen are sometimes invited to this meeting.);

13. In some states the chairman of the general committee sends a written report to the superintendent of the evaluated school with suggestions for improvements; in other states this is purposely not done because of the desire of the committee to let the initiative be taken by the school to meet the needs made apparent by the evaluation.

Letters that were received from individual schools in eight states reported a wide variety of improvements made after visiting committees had completed their evaluations. Improvements in philosophy were usually reported, and in addition improvements in two or three of the nine sections of the educational program were described in each letter. The philosophies were improved by more careful and clear formulations, by incorporation of democratic principles, by concentration upon pupil need,

by consideration of the individuals, and considerable attention was given to ways of making the philosophy function in the program of the schools.

Typical curricular improvements included increased offerings, attempts to integrate fields, formulation of plans for continuous revision, and adaptations to local needs. Improvements in other areas included creation of student councils, more careful attention to assemblies, remodeling music, art, and health, and physical education activities, additions of librarians, books, and periodicals, installations of cumulative records, provision of better instructional supplies, additions to and alterations of plants better to facilitate instruction and protect health, formulation of study groups to attack specific guidance and instructional problems, attendance at summer school workshops, establishment of home room systems, more careful selection and assignment of staff, and the fulfillment of numerous other needs isolated by the application of the criteria. The most usual response related to the stimulation of the whole staff to improve its service to pupils and community. Many schools outlined long-time plans for the improvement of their programs. One school projected a twelve-year plan.

The most thorough follow-up of a visiting committee's evaluation that has come to the attention of the committee offers a number of suggestions. The school was evaluated in the fall of 1939. Immediately thereafter study groups were formed around the problem of guidance, it being one of the weakest parts of the program revealed by the evaluation. Improvements in guidance extended into a community service program. Eight of the teachers attended a workshop during the summer of 1940 to concentrate upon specific problems. The full year of 1940-41 was devoted to an intensive curriculum-revision program designed to meet needs of the pupils and community, most of which had been revealed by the visiting committee. The superintendent and nine teachers attended a workshop during the summer of 1941 for further concentration upon needed improvements. At the beginning of the current academic year, they requested a nearby higher educational institution to establish a workshop in their school to run eight months. The institution did so and is now providing consultation service of all types requested by the school.

SHORTCOMINGS AND REMEDIES

The weaknesses discussed below were derived from reports of the members of the committee, from statements from principals and superintendents who had used the materials, from an analysis of the criteria by a seminar in secondary education that had acted as a visiting committee for three schools, and from an unpublished study by S. D. Hendrix, a graduate student at the University of Texas. All persons who reported made it clear at the outset that only minor weaknesses had been encountered and that further experience with the criteria would remedy most of the shortcomings. The negative reactions have been grouped under three headings: those pertaining to the mechanics and scope of the instrument, those pertaining to the visiting committees, and those of a more general nature.

A. Shortcomings in the mechanics and scope of the criteria.

1. "Double-barreled" items in the checklists. A school may meet in a highly effective manner one-half of the standard carried by such an item but fail to meet the other half. Confusion arises at this point. In the next revision this defect could be overcome by dividing such items. The increased number of items would enable a school to isolate more definitely its weak spots by inspecting the checklist symbols after the visiting committee had completed its work.

2. Insufficient instructions about how to frame a philosophy for the school. This "weakness" is probably in reality a strength because a fundamentally sound principle of the Cooperative Study is that each school should be free to frame its own philosophy. Petty instructions about calling together the faculty and conducting the meetings should not be necessary.

3. Occasional use of "ability to" in the checklists rather than a statement of actual performance. For example, it would be better to say "He gains the cooperation of his fellow staff members" than to say "He has the ability to gain the cooperation of his fellow staff members."

4. Inadequate instructions about the use of the letter "N." To say that N should be used when the "condition or provision does not apply" should be ample; but it is not, because many schools are unable to sense needs and consequently use N when they do not have a provision that would be called for in a first class program. For example, one school gave itself N under lunch room because they had no lunch room to score, they said. Yet it was quite clear to the visiting committee that a lunch room was needed.

5. Inadequacy of data upon which to determine relative values under "Evaluations." In the absence of objective information about the conditions in the best 10 per cent of the regionally accredited schools, or the next 20 per cent, and so forth, it is not possible to score a school 5, 4, 3, 2, or 1 with a high degree of accuracy on any page of the *Evaluative Criteria*. A series of survey studies, repeated periodically, would correct the deficiency. For example, a survey of school plants in the Southern Association region could be based on the standards of the criteria. Such a survey would include several member schools from each state ranked by well-qualified committees in the upper ten per cent, several in the next twenty per cent, and so forth. Similar studies for the other eight sections of the criteria would supply fairly objective data for numerical evaluations within those sections. Until such data have been collected, considerable subjectivity will enter into the evaluations. This can be offset in part, so far as visiting committees are concerned, by having at least one or two members rather widely versed in secondary education. The deficiency on the school's self-appraisal committees may be overcome in part by wide reading in secondary education. It should be noted that this weakness does not apply to the checklists; because they set forth absolute rather than relative standards, and each school can readily ascertain whether or not it meets the specified condition or makes the specified provision.

6. Inadequate distribution of relative values. In actual scoring, it is found that the value of "3" is too heavily loaded. There appears to be need for more intermediate scores between "2" and "4." Some committees use decimals ranging from 2.0 to 3.9. However, it should be borne in mind that objective data are not available for the determination of these or other gradations.

7. Lack of consistency among forms H, J, and M⁹. Some difficulty is encountered in transferring data from the M forms to Forms H and J because they are not parallel. A revision committee would not find this a serious problem. It is one that does not detract at all from the value a school received from using the criteria.

8. Lack of detail for each field of learning. Section I,¹⁰ "Outcomes of the Educational Program," gives some specific details about the areas of learning,

⁹ *Ibid.*, Form H, pages 77-80; Form J, pages 97-112; Form M, pages 149-160.

¹⁰ *Ibid.*, pages 81-96.

but only in relation to outcomes. Elsewhere, the standards are general so far as fields of learning are concerned. The individual teacher in a given area would be helped considerably to have at hand numerous specific standards for that area, similar to the criteria developed recently for vocational agriculture.¹¹ Some progress has been made for evaluative criteria for English and music education, using the pattern of the *Evaluative Criteria* of the Cooperative Study. Corresponding standards for each of the other major areas would stimulate desirable developments in the instructional program of the secondary school. It may be added parenthetically that a typical response of the principal or other person who has only a superficial knowledge of the *Evaluative Criteria* is that the instrument is too detailed or too involved.

9. Penalty to schools that have completely merged pupil activities with the instructional program. By implication, although probably not by intent, the criteria require that certain clubs and other organizations be present. Schools without them, even those far to the left in educational practice, are therefore penalized by receiving low percentile ratings. This is not a serious weakness, because it applies to only certain parts of the section on pupil activities. Furthermore, schools that are far enough advanced in their practices to receive the penalty are probably not interested in percentile norms of this type.

10. No differentiation between physical education and health education. In section I, "Outcomes of the Educational Program,"¹² physical education and health education are considered as a unit. Specialists in the two fields have called attention to this discrepancy and have suggested that the revision committee treat them under separate headings.

11. Incomplete library section. Highly trained librarians have offered this criticism, although they hasten to point out numerous strong features of the section on library service. Their criticism is that a fuller treatment is needed for library service. It should be noted, however, that the section on library was approved by the American Library Association.

12. Absence of section dealing with the influence of the school upon the community. In view of the many tendencies for the school to become an active agent in the fulfillment of community need, it would seem desirable to have a section devoted entirely to such developments.

B. Shortcomings of visiting committees.

1. Lack of experience. Too frequently the majority of the members of the visiting committee have had no previous experience with the criteria and are present mainly to learn. This situation, fortunately, is one which is rapidly being remedied. Whereas two years ago it was almost impossible to assemble a committee with experience, now there are numerous persons available in almost every part of the South who have served on several committees.

2. Too great variation in scoring because of the difference in amount of experience of visiting committees. This weakness might be significant if a purpose of the evaluation were to compare a given school with its neighbor. Inasmuch as such comparison is taboo in the use of the criteria, the chief dis-

¹¹ The National Standards Committee for Vocational Education in Agriculture in cooperation with the U. S. Office of Education and the American Vocational Association, *Evaluative Criteria for Vocational Education in Agriculture, 1940 Edition*, published by the University of Georgia Press, Athens, Georgia. Mimeographed: 52 pages. See also *Directions for the Use of the Evaluative Criteria for Vocational Education in Agriculture*, issued by U. S. Office of Education, Vocational Division, Washington, D. C. Mimeographed, 52 pages.

¹² *Ibid.*, page 93.

advantage that might come to a school is that of being scored too liberally by an inexperienced committee overzealous to be fair. This danger will disappear as school men become better acquainted with the materials.

3. Lack of acquaintance of visiting committee and faculty. That this situation is undesirable is debatable. While on one hand it leads to a tension on the part of teachers that makes their work not normal during observation, on the other hand it makes for a more impersonal judgment by the observer. The undesirable effects of the lack of acquaintance can be overcome to some degree by a meeting of committee and faculty before the work of the committee begins.

4. Tendency to score the administration section too liberally. This weakness was reported by a committee member who had observed some visiting superintendents scoring their friends very generously with the expectation of similar treatment for themselves later. If such a tendency is widespread, which may be doubted, it should disappear as soon as further experience with the materials convinces all members of visiting committees that the most objective treatment is in the long run the fairest treatment.

5. Inadequate time for the evaluation. Some persons have maintained that a three-day visit to a school is too short a time for the visiting committee to make a reliable appraisal. They have suggested that information about the school, such as the program of studies, standardized test scores, descriptions of instructional practices, and so forth, be sent the committee members in advance of the visit. It is extremely doubtful that such a plan would be practicable. The value of a three-day visit by a group of twenty or thirty persons with a definite procedure to follow is unquestionably great. If greater value is desired, the length of the visit might be increased.

6. Absence of a handbook or manual for visiting committees. It would not be difficult to develop a handbook of suggestions for committees. Such a publication would be of considerable assistance, particularly during the next few years.

C. Shortcomings of a general nature.

1. The tendency for a local school to compare itself with its neighbors. This tendency was marked two years ago, but is now decreasing in some regions. The school should study itself against the standards in the checklists and should assign itself numerical ratings by comparing its status with that of schools that have been accredited regionally. Local comparisons too often would cause the numerical ratings to be too high, and if carried too far would result in petty arguments. Neither result would lead to sound improvements in the school program.

2. Imposition of a given philosophy of education. This criticism was made as follows:

"I am definitely convinced that one weakness of the *Evaluative Criteria* is the inability of the instrument itself to make allowances for the definite philosophy stated for the school. In other words, questions and checklists and criteria established antecedent to the statement of the school's philosophy and of necessity, therefore, based on some philosophy which might not be the same as that of the school, cannot provide a valid evaluation of the school unless the school's philosophy is the same as that upon which the questions, checklists, and criteria are based."

This is the most penetrating reaction received by the committee. Some persons will agree, others will not. If it is true that the Cooperative Study through

the *Evaluative Criteria* imposes a philosophy of secondary education upon schools, the imposition is in direct opposition to the basic principle under which the Cooperative Study sought to operate and to have the *Evaluative Criteria* applied, namely, that each secondary school has the right to set forth its own philosophy within the limits of the American scheme of things. Consequently, the imposition, if any exists, cannot be one of intent unless one would care to challenge the sincerity of the Cooperative Study. The committee knows of no person who would make such a challenge. Any imposition that may exist, therefore, must result from imperfect implementation or from misinterpretation on the part of the school which feels that its rights are being violated.

In the *Criteria*, several provisions are made with a view to giving the school the right to set and follow its own philosophy. First, on page 4, the following statement is made: "The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy." Visiting committees are supposed to keep this principle in mind. The difficulty probably arises from the fact that few visiting committees are able to follow all implications of the principle as they work through section after section of the criteria. Therefore some schools may feel that their philosophy is being violated by the committee from time to time.

A second device to protect the school against imposition is the provision in each checklist of space for the school to add items not carried among those printed. An extension of this device appears on page 94 of the *Evaluative Criteria* to provide for fields not included elsewhere, such as military tactics or religion. The device is not entirely effective, largely because few if any schools have sufficient time for the deliberation and research that would be needed to supply additions to the checklist that would satisfy their respective philosophies. As a result, some schools may feel that the criteria fail at points to be entirely valid for evaluating their programs.

A third provision that might be interpreted as applicable to the problem under discussion is the application of the symbol "N" to those checklist items that violate the school's philosophy. While such a policy would give the strong school the opportunity to protect its philosophy, it would also give the weak school a good way to escape the responsibilities implied in its philosophy if it could be said to have one. The school with weak leadership and no philosophy would be provided with a perfect alibi if it were permitted to use "N" too freely. Some policy should be adopted by the Cooperative Study, or by the regional accrediting agencies, to meet this situation. The schools of minority groups should be free to make their contribution to the improvement of the American way, yet weaklings should not be permitted to ride the coattails of such groups.

A fourth consideration is in order at this point. It arises from the way in which the *Evaluative Criteria* were constructed. It will be remembered that all items were derived from an analysis of presumably valid research in secondary education and from allegedly authoritative writings in that field. No person known to the committee would care to challenge the seriousness of purpose of the Cooperative Study in the selection of studies and writings or in the selection of items from the chosen publications. Yet it may be said with some validity that the basic beliefs about secondary education in the minds of the research workers who selected the researches and writings may have, at least in part, ultimately determined the items printed in the criteria. Partly to guard against such an eventuality, however, the Cooperative Study spent two years subjecting the items to the critical reaction of numerous workers in secondary education in high schools and colleges.

Thus it would seem that the Cooperative Study did everything humanly possible to act sincerely upon the principle that the criteria should not violate the school's right of self-determination. Even so, further careful study of this problem should be directed toward the correction of those minor imperfections of implementation or interpretation that apparently cause some schools sincerely to sense encroachments upon their rights. In the meantime, care should be taken to include on each visiting committee at least one member thoroughly conversant with the philosophy of education that is followed by the school. This precaution is most important when a parochial school is to be evaluated.

3. Conflict between the *Evaluative Criteria* and certain regulations of the federal offices of vocational education. Some departments of vocational agriculture maintain that girls should be permitted to count as students in vocational agriculture, and some departments of vocational home economics maintain that boys should be counted as students in vocational home economics. It is possible that other departments of vocational education have a similar reaction.

4. Lack of follow-up activities by the school. That some schools fail to make improvements after having been evaluated may not justly be charged to the criteria. Instead, it is an index of poor leadership in the school. Elsewhere in this report illustrations have been given of improvements that have resulted from the evaluations. It should not be necessary for the criteria to do more than identify need for improvement. The improvements should be made by the school of its own initiative.

In conclusion, the committee wishes to make it quite clear that the detailed list of shortcomings should not be interpreted as evidence of dissatisfaction with the *Evaluative Criteria*. The list is presented with a view to helping refine an instrument that has in a very few years rendered outstanding value to secondary education. As stated above, most of the weaknesses in the criteria are minor and many of them will tend to disappear as schools become better acquainted with the materials. Other weaknesses are subject to correction by slight revisions in the mechanics or by extension of the scope. The criteria in the present form, despite their minor shortcomings, have proved to be the most stimulating influence ever felt by secondary education in America.

J. G. UMSTATTD, *Chairman*

The report was adopted.

REPORT ON THE COOPERATIVE STUDY OF SECONDARY SCHOOL STANDARDS

After seven years of vigorous activity the Cooperative Study came to a close. On June 30, 1940, the headquarters in Washington were closed and the equipment was salvaged.

Consequently, on July 1, 1940, the study entered upon its second phase of activity. At that time a contract was entered into between the study and the American Council on Education wherein the Council agreed to take charge of the sale, distribution, reprinting, etc., of all the materials produced by the Study in its production period. This contract, printed on pages 131-132 of the February, 1941 number of the SOUTHERN ASSOCIATION QUARTERLY, ran for one year. Consequently, on July 1, 1941, the contract was renewed with a few minor changes and adaptations. Your Administrative Committee was so pleased with the results of the first year's operations that it renewed the contract for this current year with much satisfaction.

Since the contract runs from July to July, it is not possible to give you a full and detailed report as of December 2. The secretary of the Study, Mr. C. A. Jessen, of the Office of Education, however, was able to furnish me financial data as of October 20 of this year. He estimates the Study owns about \$2,300.00 worth of material now in the hands of the American Council for sale and distribution. Under our contract, the Study will receive 35 per cent of the proceeds of this sale if and when it is made. This means eventually the Study will receive approximately \$803.25 net income from stock now on hand and paid for. Omitting that item our assets as of October 20, 1941, were:

Assets (as of October 20, 1941):

United States Defense Savings Bonds, Series G., dated June, 1941	\$ 1,600.00
United States Defense Savings Bonds, Series G., dated July, 1941	4,200.00
Savings account at American Security and Trust Co., as of October 20	23.25
Checking account with American Security and Trust Co., as of October 20	986.81
Total	\$ 6,810.06

In order that this Association may know the full details of the Study, I am quoting below the contract which the Study has in operation with the American Council on Education.

BASIS OF AGREEMENT ON DISTRIBUTION OF PUBLICATIONS
OF THE COOPERATIVE STUDY OF SECONDARY SCHOOL
STANDARDS BY THE AMERICAN COUNCIL ON EDU-
CATION JULY 1, 1941 TO JUNE 30, 1942

1. The American Council on Education to store, ship, bill and collect accounts, on all materials of the Cooperative Study of Secondary School Standards, effective July 1, 1941.
2. The Council to continue on its publications staff Mrs. Winifred Long and part-time workers to be kept as long as the volume of business warrants their employment. After that time the work to be carried on by the regular staff of the Council.
3. The Council to pay a representative of the Administrative Committee of the Cooperative Study a fair sum for consultation service on inquiries regarding the materials. The Council will collect experiences regarding their use on a form to be furnished by the Administrative Committee, such materials to be turned over to the Administrative Committee for interpretation and implementation. The "X" blanks will be gathered from the state departments of education and stored by the staff of the Council.
4. The Council, in consultation with the Administrative Committee, to pay for and make available to regional, state, and national groups promotional materials.
5. The Council to pay for reprinting materials to keep a sound inventory on hand.
6. The Council to pay semiannually on January 1 and July 1 to the Administrative Committee their share of the gross receipts on the following basis:
 - a. *For Materials Owned by the Administrative Committee:*
The Council will transfer to the Administrative Committee 35 per cent of the net sales value of all materials taken over from the Administrative Committee. Net sales value shall be estimated at 90 per cent of list retail price.
 - b. *For New Materials Printed and Owned by the Council:*
The Council will transfer to the Administrative Committee 15 per cent of the gross receipts from sales for the year 1941-42 after (a) above has been paid.

7. This publication agreement to be reviewed with the Administrative Committee at the end of the second year and any revisions made by mutual consent.

(Signed) DONALD J. SHANK
*Assistant to the President, American
Council on Education.*

(Signed) CARL A. JESSEN
*Secretary-Treasurer, Co-
operative Study of Secondary
School Standards.*

I feel I can summarize in a few sentences the present status of the Study.

1. The liquid assets are \$6,810.06.
2. To the above liquid assets will be added the net balance accruing to the Study from the sale of approximately \$2,300.00 worth of stock now held by the American Council to be sold under the program to be set up by the contract. The net proceeds to the Study will be \$803.25.
3. The American Council is acting as agent to distribute all the materials of the Study and answer all questions pertaining to its understanding.
4. A certain percentage of all materials sold by the Council goes to the Study. In this way a substantial balance is being built up over a period of years which may be used to refine further the techniques of the Study, rework the norms, or do anything which, in the opinion of the committee, may seem advisable for the furtherance of the standardization of secondary education.

JOSEPH ROEMER, *Chairman*

The report of the Administrative Committee was accepted.

MEETING OF WEDNESDAY MORNING, DECEMBER 3

The theme of the meeting Wednesday morning, December 3, was "Cooperation of Secondary Schools and Colleges in the Improvement of Education in the South." Members of the Commission on Institutions of Higher Education and the Commission on Curricular Problems and Research were invited to attend this meeting of the Secondary Commission. The session was devoted to a discussion of the Southern Association Study, evaluation of the work of the graduates of schools participating in this study, and the Work Conferences on Higher Education.

Dr. Edgar W. Knight, Chairman of the Commission on Curricular Problems and Research, presided.

Dr. G. H. Yeuell, of the University of Alabama, presented to the Commission the following resolution:

Be it resolved that the Commission on Secondary Schools deeply deplores the death of the Rev. Father Aloysius Menges, of Cullman High School, Alabama. He was a member of this body and has faithfully attended the sessions for many years.

Be it further resolved that we hold him in remembrance with kindest feelings and with sincere prayer.

A "Summary of the Work of the Southern Association Study and Plans for the Future" was presented by Frank C. Jenkins, Director of the Southern

Association Study. This presentation will appear in a later issue of the *QUARTERLY*.

The next presentation was a progress report made by Dean Goodrich White, "Evaluation of the Work of the Graduates of the Secondary Schools Participating in the Southern Study." The report follows:

EVALUATION OF THE WORK OF THE GRADUATES OF
THE SECONDARY SCHOOLS PARTICIPATING IN
THE SOUTHERN STUDY

The Committee on Evaluation was appointed by the Chairman of the Commission on Institutions of Higher Education at the request, as I understand it, of the Commission on Curricular Problems and Research.

In speaking for the committee I should, to begin with, enter two or three disclaimers. In the first place, the members of the committee do not approach their task as experts on evaluation. Certainly I can speak for myself and, I think, for other members of the committee when I say that the very word itself, at least in its present context, was rather a new one. Moreover, most of the members of the committee were not nearly so well informed as perhaps they should have been as to the program and progress of the Southern Study. Our first task, therefore, was to inform ourselves as fully as we could as to what has been undertaken and accomplished in the participating schools. To this end we have had fine cooperation from Dr. Jenkins and members of his staff.

There is this further limitation that should be stated: the committee does not interpret its task as that of evaluating the work of the participating school completely and in every aspect. The members of the committee realize that the evaluation of the study as a whole will rest upon much more than the achievements in college of those graduates of the participating schools who go on for advanced study. And the committee hopes that in the end its work may be related to a larger program of evaluation of the study in inclusive fashion.

But the particular task assigned to this committee was that of evaluating the work of the participating schools in relationship to the preparation of the graduates of these schools for college. This does not mean, however, that we shall be concerned only with the academic aspects of the college careers of these graduates. We shall want to study also such aspects of their progress as their personality traits, emotional stability, social adjustments and attitudes, participation and leadership in student life, their general effectiveness as persons.

Two meetings of the committee have been held and tentative plans projected. As yet, of course, the work of the committee is just beginning. Graduates of the participating schools have been in college as yet only a very short time, and reports are not yet available on the work of even a single term. In addition to meetings of the committee, helpful conferences have been held by the chairman and other members of the committee with Dr. Jenkins and members of his staff and with representatives of some of the participating schools. This, as I have already suggested, has been largely a process of self-education.

Letters were sent early in November to the principals of the schools participating in the study, with the request for certain preliminary information. We asked for the names and addresses of the members of the class of 1941 who have entered college and the names of the colleges they are attending; for the rank, by quartiles, of each such student in his class; for such notation as could conveniently be made with reference to the participation of each such student in school activities other than the

regular classroom work; for the total number of students graduating in 1941. Principals were then requested to make a statement as to how the experiences of the 1941 graduating class differed from those of the class of 1938 (or the last class preceding the school's participation in the Southern Study); and for any additional statement that might be considered helpful as to what the school is attempting in connection with the Study: modifications of philosophy, of curricular or administrative organization, of subject matter, or of method. This final statement was requested with a view to helping the members of the committee understand just what differences participation in the Study has brought about or will bring about in the schools.

Later the committee will wish to get information from the colleges as to the records of these students. We will wish to have reports on course grades, scores on tests that have been used as a part of admission and placement procedures, personal estimates of teachers and administrative officers, and records as to participation in student activities, leadership in student life, judgments of personality traits, and the like. The committee does not wish, however, to subject these students to any particular testing program. We think that we should avoid making them feel that they are "guinea pigs" and we do not want officials and faculty members to regard and treat them as such. We feel that the experience of these boys and girls in college should be just as normal, just as much like the experience of other students, as possible.

And when all the available information is in hand—and it will not be in hand, of course, for some two or three years yet, at least—the committee will face its most difficult task: the task of interpreting, of discovering the meaning of the facts. For this task the committee has as yet done little planning. There are obvious difficulties. There is no single pattern of experimentation that has been carried on in all these schools. Location, type of patronage, procedures, changes introduced, experimental undertakings vary greatly from school to school. Moreover, there are greatly varying types of colleges: different objectives, different organization, different curricula, different standards. There is no single pattern of college requirements with reference to which these graduates can be checked. We come inevitably to the question then "Which school?" and "Which college?" And back of this is the question "Which boy or girl?" In other words, any general statement as to findings would be virtually impossible and, if possible, would have little if any value.

What we must find a way to do is to relate the experiences of these boys and girls in high school to their subsequent careers in college. The "pairing" technique is, the committee thinks, quite impossible under the limitations under which it works. We shall, I think, make comparisons of the records of these graduates with the records of graduates of other schools and with the records of earlier graduates of these same schools. Beyond this our plans are as yet indefinite, though it may be added that members of the committee hope to visit personally some of the participating schools and some of the colleges in which these students are enrolled.

I may add, finally, that the committee fully realizes that the procedures of the colleges themselves will be evaluated, at least indirectly, by the facts and the interpretation placed upon the facts.

The committee will heartily welcome any suggestions, advice, and criticism that may be offered by those interested in its work and in the Southern Study.

THE WORK CONFERENCES ON HIGHER EDUCATION

The report of the Work Conferences on Higher Education was made by Gladstone H. Yeuell and Roscoe E. Parker. Dr. Yeuell's report on the Work Conference held at Sewanee, Tennessee, July 6-19, 1941 follows.

Since the Southern Association of Colleges and Secondary Schools is a large organization, and since it is composed of three, more or less autonomous, commissions, it is often difficult for one group to know what the others are doing. For that reason, it seems to the speaker that from time to time reports of the work of each commission should be made. This is particularly true when the activities of one commission are closely allied to the interests of one of the others.

There was a time in the history of education in the United States when the higher institution dominated the secondary school, telling it in so many words what to teach and how to do it. At a later period there were localities where the power and prestige of the high school were so strong that it was in a position to dictate to the higher institution. Neither of these attitudes is healthy. Higher institutions and secondary schools must now be engaged upon the task of training young Americans cooperatively. In this, a muddled age, the combined wisdom of both institutions may fall far short of doing an adequate job, but at least the challenge is there and cannot be ignored.

Thus it is that when representatives of higher institutions in the Southern Association area meet with the avowed intent of trying to improve higher education in the South, the secondary schools of the same region are vitally interested.

The speaker is going to try in a brief and sketchy way to give you a bird's-eye view of that conference. Picture to yourself some hundred men, coming together from our far-flung Southern area. Many of them are acquainted, but not all. The place is beautiful, cool Sewanee, the time July 7-19, 1941. Most of them are not very clear in their own minds as to the purpose of the conference, nor is it clear just what procedures are to be followed. Some are doubtful as to the outcome, but most of them are in earnest. They feel that practically any human institution can be improved if time and energy are properly directed toward that end. Institutions of higher education in the South should not prove to be the exception.

Very little time had been spent on preparation. True, some members of the group had written Dr. Roscoe E. Parker, Executive Secretary of the Conference, that in their opinion certain problems should be studied, but the program as such was not crystallized. It did appear, however, that several members were interested in the following problems:

- I. Improvement of instruction;
- II. Modification of curriculum and degree requirements to meet student needs;
- III. Evaluation and bases for the selection and promotion of students;
- IV. Guidance;
- V. Teacher education and certification.

Thus it was that tentative groups were formed to study and discuss problems in the areas mentioned above. These groups became permanent throughout the conference. It is worthy of mention that there was some shifting within the groups, but on the whole they remained fairly constant. Reference libraries were organized, committees were set up, reports were made, while discussions and debates were the order of the day.

A day's program was about as follows:

Up at seven o'clock, breakfast at 8:00 (And such breakfasts! Sewanee has a dairy farm, poultry, vegetables, and fruits first hand.), conference from 9:00 to 12:00, then lunch. In the afternoons, there was the library, the tennis courts, the golf links, hiking, and committee meetings. Each evening

after dinner a symposium was held at which each group made a report and discussion of the day's work was fostered.

It soon became evident that the various problems under consideration could be touched only, and that innumerable others were clamoring for solution. Also, it was felt that the work of the conference would be of little value unless all member institutions of the Southern area could be induced to undertake self-improvement. Thus the last few days were spent in a consideration of ways and means of implementing the work which had been so enthusiastically carried on at Sewanee.

It was decided to hold another conference next summer with a broader and perhaps more significant representation. Throughout the present winter, higher institutions would be encouraged, and even entreated, to examine themselves. They would be told that the conference had debated and discussed many problems of significance to higher education, that it believed that these same problems might well be raised in all higher institutions of the area, but that the significant thing was for each institution to catch the spirit of the conference, to take stock of itself, and to launch fourth on a program of improvement in terms of its own needs and immediate conditions. No real improvement could be imposed from above or without. Fundamental change could result only from internal growth. Perhaps faculty members would form groups within the member institutions. Perhaps Phi Delta Kappa, Kappa Delta Pi, the A.A.U.P., the A.A.U.W., state associations of colleges and universities, and other educational organizations would help spread the spirit of the conference.

The conference hoped, it believed, it even prayed, and then adjourned!

Dr. Parker discussed work being done during the present year and plans for the Work Conference of 1942. His report follows.

The members of the Work Conference on Higher Education held at the University of the South, Sewanee, Tennessee, last July made the following recommendations to the Committee on Work Conferences:

1. That the Report of the Work Conference be published and distributed to member institutions of the Association;
2. That all member institutions be invited to cooperate in continuing the work begun at Sewanee;
3. That the committee provide a central office for coordinating the efforts of member institutions engaged in the continuation of the work begun in the Conference; and
4. That member institutions organize faculty groups representing, among other phases of the curriculum, the humanities, the social sciences, and the natural sciences to study problems raised in the Conference and other problems of concern to the various institutions and to make reports and recommendations to the Work Conference of 1942.

The Committee has accepted these recommendations and has carried out the first three, including arrangements with the University of Tennessee for me to serve as coordinator of the efforts of the faculty groups in the various member institutions of the Association.

Since October 1, letters of invitation to participate in the continuation of the work begun during the Work Conference of 1941 have been sent to all member institutions of the Commission on Institutions of Higher Education, to all participants in the 1941 Work Conference, and to all institutional directors of continuation studies, of which there are now fifty-three.

Two issues of the Work Conference Bulletin, Second Series, have been issued to all member institutions, participants, and institutional directors.

The coordinating secretary has participated in discussions of the Report on Work Conferences in meetings of college associations of Alabama, East Tennessee, and North Carolina. He has also met with faculty groups in Mercer University, Mississippi State College for Women, and the University of Tennessee. The total attendance at the six meetings was approximately 400.

The Work Conference in 1942

Through the cooperation of Vice Chancellor Guerry, the Conference on Higher Education will be held at the University of the South at Sewanee, June 21 to July 3. Chancellor O. C. Carmichael has consented to act as director of the Conference, Dr. Roscoe E. Parker will be the executive secretary in charge of instructional problems, and Dr. J. G. Stipe will be executive secretary in charge of administrative problems.

Dean William S. Taylor of the University of Kentucky led the discussion following these reports. He was interrupted by calls from the floor to hear from five students from Lafayette, Kentucky, High School (one of the schools participating in the Southern Association Study) who were in the audience. The students present were: Barbara Sue Warren, Martelle Watkins, Lenora Henry, Billy Nave, Fred Hill.

These students commented freely concerning work at Lafayette High School and answered many questions asked about their work. Their presence and comments were appreciated by the audience.

MEETING OF WEDNESDAY AFTERNOON DECEMBER 3, 1941

The final session of the Commission on Secondary Schools was devoted to committee reports. Mr. Jobe presided.

Holland Holton, of Duke University, Editor of the SOUTHERN ASSOCIATION QUARTERLY, presented his report on the QUARTERLY.

REPORT ON THE SOUTHERN ASSOCIATION QUARTERLY

Since the Commissions on Secondary Schools originally fought for the establishment of an official publication and sponsored the QUARTERLY, it has become an annual custom for the editor to make a brief report to this Commission. This procedure may be a bit odd in view of the fact that the QUARTERLY is the official organ of the entire Association; but since no one seems to object, the editor is entirely willing to report to the Association through this Commission in addition to his report to the Executive Committee for budgetary purposes.

The QUARTERLY has had a good year. It published a volume of 542 pages and lived within its budget by a margin of approximately \$200 from the \$4,298* authoriz-

* See pages 83 and 94, SOUTHERN ASSOCIATION QUARTERLY for February, 1941. To the regular appropriation of \$4,250 was added \$48.08 unexpended balance from 1940 to cover minor outstanding bills estimated considerably less. Actual expenditures for 1941 were these:

To Duke University Press:

Money advanced for printing and mailing February and May issues, bill presented July 1, \$2,057.40

Same for August issue, bill of November 19,

1,337.25

ed for 1941. On account of increased costs for printing, an approximation of \$4,500 plus whatever the Duke Press may be able to realize for the sale of single copies, individual subscriptions, reprints, etc., is asked for 1942.

The matter of getting the *QUARTERLY* into the mails promptly has now been reduced to the problem of having contributors get their copy to the editorial office when they promise it, and most contributors and all the secretaries of the Association and its Commissions have been quite considerate this year.

This comment leads me to say that the primary purpose of the *QUARTERLY* is to publish the work done by the Association, its Commissions, and the various committees working for it and them. Unless, therefore, a report or monograph is so large that the expense of publication would be prohibitive, we should like very much to publish all such reports in the Association publication—not only because we exist for that purpose, but in order to keep in the official publication a complete record of the activities of the Association. Incidentally, our printing contract may help some committees save part of the cost of publishing their reports. We were especially glad to publish in the November issue the report of the Work Conference on Higher Education held at Sewanee last summer.

The *QUARTERLY* is also glad to receive contributions from member schools and colleges for the regular departments it has established such as "Historical," "Builders," and "In Memoriam," and particularly suggestions as to editorial forums—with contributions. All other suggestions as to improving the publication for carrying out the purposes it should serve are invited.

Respectfully submitted,

HOLLAND HOLTON, *Editor*

Dr. Holton's report was approved.

Reports were made by the Committee on College Freshman Achievement and the Committee to Study High School and College Guidance and Personnel Relations.

REPORT OF THE COMMITTEE ON COLLEGE FRESHMAN ACHIEVEMENT

At the meeting of this Commission three years ago, the Committee on College Freshman Achievement stated that the two most important objectives of its work are:

1. To comply with an almost unanimous desire of high school principals that they be regularly informed of the progress of their freshmen students in college.

2. To establish a confidential cumulative record for each member high school, based on the quintile distribution of its students in college.

The results of your Committee's efforts to accomplish these objectives have been reasonably gratifying, though improvement needs to be made. The chairman now

<i>Same for November, bill presented November 29,</i>	\$ 424.02
<i>Clerical help, December 19, 1940 to November 12, 1941</i>	173.00
<i>Office supplies</i>	36.10
<i>Stamps</i>	52.42
<i>Total</i>	<u>\$4,080.19</u>

The *QUARTERLY* calls attention to the serious discrepancy between this statement of the amount actually spent by the *QUARTERLY* and the statement in the auditor's report, page 100, this issue, that the *QUARTERLY* is seriously overdrawn and the showing recorded by the audit on page 112, this issue, in the minutes of the Association, that the *QUARTERLY* spent \$4,783.33 this year *without* the November issue. The discrepancy results from differences in crediting receipts from the *QUARTERLY* that will certainly be clarified by the Executive Committee before another audit.—EDITOR.

has on file in his office reports for the school years 1938-39, 1939-40, 1940-41 (not yet all in), plus a small number for 1937-38. In 1938-39 approximately 90 colleges sent in reports; in 1939-40, 145 colleges responded; and for 1940-41, 170 colleges are participating.

These reports are being filed alphabetically by the high schools in each state. Thus, it is an easy matter to get at any time the facts about any high school whose reports have been received.

We are now in the process of working up a cumulative record of each high school for which we have reports for these first three years, and a full report on these data will be made at the next meeting of the Association. This cumulative record, samples of which have just been handed you, shows, in addition to the name of the high school, the quintile distribution of that school's graduates according to their grades during their freshman year at college. The quintile distribution is made for each college receiving freshmen from the school in question. By adding each year's record to the preceding one, it thus becomes a permanent cumulative record. The record is left in such a way that a report can be obtained on any school for any given time or for the entire period of the study. The report shows the results by individual colleges and also as a whole. From this record it can be determined in what quintile the students from school Y ranked who attended college X, and one likewise can find out the average quintile of all the graduates of School Y who went to any colleges. There are other combinations of data which an interested person might secure from these cumulative records. For example, college X receives a large representation from school Y this year. A large proportion of these students fail at college X. What effect will this have on the number of students who will go to college X from school Y next year? Some principals may be interested in knowing how their students succeed in certain of the fields of learning, say social sciences, at some particular college, and how they get along in another field at some other college. This information can be obtained from the reports.

If the work of the Committee on College Freshman Achievement is to bear the best results, there must be an almost unanimous participation by the colleges of the Southern Association, if not indeed by all the colleges in the Southern states. There are approximately 367 institutions of higher learning in the Southern area. Of that number, 198 are members of the Southern Association; and of those 198 member institutions, only 129 are now participating in the Study. There seems to be no good reason why we should not invite all colleges in our area to collaborate with your Committee in this program.

It appears that almost all high school principals are greatly interested in having the colleges send them progress reports of their students on the freshman year's work. They seem to want the report for the entire year, but will be satisfied with a report for one or two quarters. A great many colleges now make such reports, but there appear to be some who do not. There is necessarily a great deal of duplication involved in preparing that report and the one necessary for our purposes, and this problem is now being attacked by your Committee. It seems that, if the quintile rank of each freshman student were included on the quarterly reports now sent out by the registrars, they could be substituted for the blanks your Committee needs, provided one blank is used for each high school and not one blank for each pupil. If a separate blank for each pupil should be used, filing space would become quite an item. But time and money can be saved and good results obtained if some combination of the present registrars' reports and those used by your Committee can be arrived at.

The high school principals seem to be of almost one accord in wanting the grades reported by individual subjects and not by codes (several subjects grouped under

one heading: Social Science—history, economics, sociology, etc). The registrars' reports list the grades as the principals want them, while the report for your Committee groups the several subjects under nine headings.

If this should be done, it will probably involve more work. However, since there seems to be such a demand for this type of report, this Committee should give this part of the program special consideration during the coming year. If we can get the high schools to be satisfied with one report, and that at the end of the year, covering the entire year's work, and if we can get all colleges to quit sending quarterly or semester reports and concentrate on one real comprehensive report covering the year's work, it is believed much duplication of effort will be eliminated, and certainly more satisfactory results will be accomplished. After all, the high school principal must use the information gained from a study of these reports to improve his school program for the sake of the future graduates; it is too late for him to do anything (at least much) for those who have already gone to college or are out in industry.

There seems to be considerable duplication in the work of the Committee on College Freshman Grades and that of the Committee on High School and College Guidance and Personnel Relations. For example, a very necessary part of a college guidance program is the high school grades of its freshmen in college if it is to properly guide its students. There are, to be sure, many other items of information which the high school will want to send to the college about each prospective student. The high schools will also want to get back from the college information on more items than just the grades the student makes in each subject (For an elaboration of this point see the report of the Committee to Study High School and College Guidance and Personnel Relations).

Sometimes grades of college freshmen may be affected favorably or adversely by the type of information the college receives, or fails to receive, about its incoming students.

We all realize that achievement, whether at the college level or at the high school level, does not rest entirely on grades. In this connection it is interesting to note that the Middle States Association of Colleges and Secondary Schools has just adopted a new standard on guidance which reads as follows:

"Guidance: The obligation of the college extends beyond the training of the intellect and includes responsibility for a balanced development of the personality. Guidance of students, so that each individual may derive the greatest benefit from his college experience, cannot be left to the casual interest of faculty members in ordinary classroom contacts and routine advising procedures. The institution should provide a guidance program for assisting students in the selection of their studies and extra-curricular activities, for the analysis of causes of academic deficiency, and for the adjustment of specific personality problems. Such functions cannot be performed effectively unless administered by persons with delegated authority and with special capabilities in personnel work. The responsibility of the college for student guidance begins with a well-organized program for introducing entering freshmen to the purposes and problems of college life, continues throughout the undergraduate years, and terminates with an effective placement service assisting the young graduates to find their proper places in the world."

Because of the increased scope of the work which your Committee feels is necessary to be considered if its mission is to be accomplished, and because the colleges are as much involved in, and concerned with, the ultimate success of this program, it seems

to be desirable to have representation from the Commission on Higher Institutions on this Committee.

In the light of the foregoing discussion, your Committee recommends that:

1. The work of this Committee and that of the Committee to Study High School and College Guidance and Personnel Relations be combined under one personnel and with representation from the Commission on Institutions of Higher Education.

2. This Commission request our Association to urge all its college members and non-member colleges in this area to participate in the study.

3. An appropriation of not less than \$800.00 be authorized for the work of the Committee for the next year.

R. F. THOMASON, *Chairman*

The report was adopted.

REPORT OF COMMITTEE TO STUDY HIGH SCHOOL AND COLLEGE GUIDANCE AND PERSONNEL RELATIONS

At last year's meeting of the Association this committee was instructed, among other things, to carry out the following activities:

1. Make a survey among the colleges of the Association to determine what the colleges want to know about the incoming student;

2. Make a survey among representative high schools of the Association to determine what information is at present available.

3. Encourage the development and improvement of the guidance programs in member high schools with special emphasis on the need for cumulative records concerning all students that adequate information may be available to the colleges or to prospective employers;

4. Get into contact with other commissions, accrediting associations, and other organizations to determine the extent and character of their work of this nature;

5. Consider the revision of the present uniform application blank for admission to college;

6. Make a report of progress at the next meeting of the Southern Association.

Your committee is now ready to make a report of progress. The task assigned to us has been a pleasant one, but one which has grown tremendously in magnitude as the many angles of our subject began to unfold themselves to us. We have attacked the problem in the following ways: conferences with leaders in the field of guidance; inquiry as to what the several educational associations are doing in the field of guidance; examination of literature and reports of recent activities in this field by these organizations; questionnaires to high school principals and to representative college registrars.

We may consider together the first two questions, namely, what the colleges want to know about incoming freshmen, and what information is available in the high schools.

It seems that the information our colleges desire about incoming students may be grouped somewhat as follows: (1) grades by subjects; (2) comments by some teacher who knows the pupil well; (3) physical status; (4) statement by pupil telling something of his life and his interests; (5) his financial condition and home background; (6) results of aptitude and other tests.

Some schools, a rather small number, keep splendid cumulative records of their

pupils, and with the aid of these records, they can supply the colleges with practically any type of information that may be desired. These schools have a real guidance program as part of their regular set-up. A few schools are able to furnish the colleges with some (but by no means all) of the data they want on incoming freshmen. In still another group of schools, mainly the smaller ones, the principals know their students personally well enough to give most all the information requested. This, however, is by a kind of "word of mouth" procedure and is a dangerous practice for any school to follow. In the first place, it becomes quite untrustworthy in a short time, if indeed it was ever very reliable. In the second place, such information disappears entirely when there is a change in administration.

In passing, let it be noted that the colleges are not the only organizations which call on the high schools for personnel ratings on their students. Every high school principal, I am sure, has received in recent months numerous calls for such data from all kinds of industries. There is definite need for improvement in the records which are kept of high school students. It is not only fair to the students, but we owe it to industry and colleges alike that much more complete information be made available in the future than has been the case in the past.

There is another side to this subject. The high school principals want to know what becomes of their students who go to college or into industry, and rightly so. What better measuring stick can they have than to know how well these students meet the demands made of them? Therefore, our colleges must begin to keep more detailed records of their students and their activities. Not only must this be done, but a great deal of it must be sent back to the high schools at regular intervals. For example, they want reports not only on the quarterly (or semester) grades, but also they desire reports on aptitude and placement tests given at college. If a student fails, the principal would like to be informed as to the causes—poor preparation, lack of effort, following the wrong curriculum, etc. If the principal is alert to his opportunities, such a report will be most helpful to him in the improvement of his school.

What is being done by other organizations along the line of guidance and personnel relations? Practically all organizations, whether educational or industrial, consider that educational guidance and personnel relations presents one of their most important problems. The result is that it is being attacked vigorously from every angle. Our own Association gave a great deal of attention to guidance and personnel at the Work Conference on Higher Education held at the University of the South last summer. A splendid report of their efforts is found in the November, 1941, issue of the SOUTHERN ASSOCIATION QUARTERLY. At a meeting of Southern State Institutions of Higher Education, held in this hotel on Monday of this week, quite a bit of time was devoted to several angles of this question of guidance, and it appears that more thought will be devoted to it in the future by that group.

The Progressive Education Association has been working on this problem for some time. That Association has developed a fine and very elaborate set of records for use by high schools in working out a guidance program. These records are commended to you for study, even though you may not adopt them. The North Central Association, through Deans Works and Brumbaugh of the University of Chicago, has for several years been giving study to this same question. It is a well-known fact that nearly all the larger industrial organizations now have personnel directors and that they keep elaborate records of their employees.

The National Association of Secondary School Principals, in cooperation with a number of other organizations, has revised its application blank for college admission. The revision has been made with the view to furnishing to colleges much of the material suggested in this report. An important part of the program of the Educa-

tional Records Bureau is the development and improvement of forms to be used for the "study of pupils in the school, for recording the behavior description of pupils, for reports to the home, and for transfer from school to college."

In the *Evaluative Criteria* of the Cooperative Study of Secondary School Standards a great deal of attention is given to the problem of guidance service. Much valuable information is given in that report. The Middle States Association of Colleges and Secondary Schools has just recently introduced a new Standard on Guidance.

From the above facts it is quite clear that practically all our educational organizations are giving a great deal of attention to this very important matter of guidance. All indications point in the direction of more and more consideration being given to guidance and personnel problems by the colleges and high schools and by industry.

As to the matter of encouraging the development and improvement of guidance programs in member high schools, your committee has been able to do nothing about this as yet. However, it is quite clear that the time is now at hand when the colleges and high schools must attack the problem of guidance in all its ramifications. It is no longer a question of whether or not to have a guidance program, but rather how far will circumstances permit its promotion. This Association must set as one of its immediate goals the establishment of a well-rounded guidance and personnel program in every member school and college.

Your committee makes the following recommendations:

1. That it is just as necessary for the colleges to have well regulated guidance programs as it is for the high schools to have them.
2. That ways and means be devised to encourage and assist in the establishment of a guidance program for all our schools and colleges.
3. That the latest literature and procedures in guidance must be kept constantly before our members.
4. That consideration be given to the use, by our Association, of the "New Application for Admission and Transfer" devised by the National Association of Secondary School Principals.
5. That this Commission continue to have a committee to study and promote the question of guidance among its member schools, if not indeed, in all schools in our area.
6. That the work of this committee be combined with that of the Committee to Study College Freshmen Achievement. This recommendation is made since it appears that grades in themselves do not give a very complete picture of a student's record in college. To get a more complete picture, the results of various test scores must be made available, as well as the student's attitudes, health, etc. This committee shall be known as "The Committee to Study High School and College Guidance and College Freshmen Achievement."
7. That this committee be instructed to make a report of progress at the next meeting of the Southern Association.

J. M. SMYTH, *Chairman*
R. F. THOMASON
JAMES CHRIETZBERG
J. HOOPER WISE
JAMES A. DAVIS

The report was accepted.

PRESENTATION OF FRATERNAL DELEGATE

Dr. Roderic D. Matthews, of the University of Pennsylvania and Executive Secretary of the Commission on Secondary Schools of the Middle States Association of Colleges and Secondary Schools, was presented by Mr. Jobe as the fraternal delegate from the Middle States Association. Dr. Matthews made a number of significant observations concerning the work of the Commission on Secondary Schools and commented particularly on the effective implementation of the work of the Commission through such agencies as the Southern Association Study.

REPORT OF LIBRARY COMMITTEE

The report of the Library Committee consisted of two reports in tabulated form: (1) The Number of Students Enrolled in Library Training Schools During the Summer of 1941 and the Regular Session 1941-42, and (2) A State Summary Based on Library Reports from Schools for the Session 1941-42.

NUMBER OF STUDENTS ENROLLED IN LIBRARY TRAINING SCHOOL

School	Students Enrolled		Total
	Summer School 1941	Regular Session 1941-42	
Alabama			
University of Alabama	70	34	104
Florida			
Florida Woman's College	15	12	27
Georgia			
Emory University	46	35	81
University of Georgia	109	0	109
Kentucky			
Berea College	0	17	17
Murray State Teachers College	19	24	43
University of Kentucky	148	96	244
First Term	122		
Second Term	26		
Western Kentucky State Teachers College	43	33	76
Louisiana			
Louisiana State University	130	59	189
Mississippi			
Mississippi State College for Women	45	40	85
North Carolina			
University of North Carolina	102	40	142
South Carolina			
University of South Carolina	51	40	91
Winthrop	25	80	105
Tennessee			
Peabody College	294	89	383
University of Tennessee	69	48	117
Texas			
Our Lady of the Lake College	44	8	52
State College for Women	72	39	111
North Texas State Teachers College	125	99	224
Virginia			
College of William and Mary	70	25	95
University of Virginia	188	0	188
First Term	98		
Second Term	90		
Total	1,665	818	2,483

1. Approval of Library School Departments: Murray State Teachers College, Murray, Kentucky; Mississippi State College for Women, Columbus; North Texas State Teachers College, Denton.

2. Supply of Trained Librarians: still insufficient in some cases.

STATE SUMMARY BASED ON LIBRARY REPORTS FROM SCHOOLS, 1940-41

States	Ala.*	Fla.	Ga.	Ky.	La.	Miss.	N. C.	S. C.	Tenn.	Texas	Va.	Total†
Number of Schools	68	124	129	140	130	80	55	51	95	252	86	1,142
1. Meeting all library requirements	27	94	115	97	67	64	40	45	70	203	54	849
2. Meeting book requirements	48	124	129	129	121	80	49	51	94	252	86	1,115
3. Creditable book collections	16			2	7	6			1	0	0	16
4. Notably deficient collections	3			0	2	0	0	0	0	0	0	2
5. Meeting magazine requirements	60	124	129	128	120	80	50	51	95	252	86	1,115
6. Notably deficient in magazines and newspapers	0			0	10	5	0	0	0	1	0	16
7. Meeting appropriation requirements	50	114	129	109	70	77	35	51	84	238	67	974
8. Notably deficient appropriation	12	7		5	50	5	0	11	9	7	7	94
9. Meeting training requirement (librarian)	5	117	118	124	128	64	52	48	90	240	77	1,058
10. Partial training requirement (librarian)	5	5	11	7	2	16	3	3	94	7	6	154
11. No library training	0	2	0	0	0	0	0	0	0	5	3	10
12. Adequate time in library	64	117	129	119	130	76	48	48	95	246	82	1,090
13. Partially meeting time requirement	4	7	0	12	0	4	7	3	0	6	4	43
14. Schools with no librarian	0	0	0	0	0	0	0	0	1	0	0	1
15. Schools with satisfactory library space and equipment	66	122	128	131	118	76	47	51	82	241	83	1,079
16. Providing instruction in use of library	66	123	128	131	130	75	54	51	95	248	83	1,118

* No report. Figures given for Alabama are carried forward from 1939-40 and are not included in the totals. † Excluding Alabama.

The report of the Library Committee was adopted.

Mr. Ligon presented to the Commission a communication from the National Committee on Coordination in Secondary Education, asking that the Commission make a contribution to this work. It was moved by S. J. McCallie that \$50 be appropriated from the funds of the Commission for this purpose; motion properly seconded and adopted.

REPORT OF COMMITTEE ON APPEALS

The Committee on Appeals reported that no matters had been called to its attention.

REPORT OF THE AUDIT COMMITTEE

We, the members of the Audit Committee have checked carefully the items on the records of the Executive Secretary of the Commission on Secondary Schools. The reports of the chairmen of the various states have been inspected and checked. We find that all expenditures of the Executive Secretary are properly attested by vouchers, which have been checked against the accounts of the treasurer of the Association, and we find them to be kept in an efficient manner.

The total amount budgeted by the Association for the Commission on Secondary Schools for the period December 1, 1940, to December 1, 1941, was \$10,170.00. Of this amount \$8,378.89 have been spent, thus leaving a balance of \$1,791.11, as is shown by the attached financial statement of the Secretary of the Commission.

No item of the budget has been exceeded. The Committee commends Dr. Frank C. Jenkins for the efficient handling and exact reporting of the financial affairs of the Commission.

FRED M. ALEXANDER
V. M. MULHOLLAND
W. L. SPENCER
J. B. BASSICH, *Chairman*

FINANCIAL STATEMENT

COMMISSION ON SECONDARY SCHOOLS, DECEMBER 1, 1940—DECEMBER 1, 1941

		Spent	Budget
1. Printing Annual Report Blanks:			
October 4, Cullom & Ghertner Co.	\$ 59.18	\$ 59.18	\$ 75.00
2. Stamps:			
January 1, F. C. Jenkins	10.00		
January 1, E. R. Jobe	5.00		
February 21, F. C. Jenkins	10.00		
November 12, F. C. Jenkins	10.00	35.00	50.00
3. Express:			
February 12, Sara Cathey	1.28		
April 24, Sara Cathey	3.15		
October 1, Cullom & Ghertner Co	11.00	15.43	40.00
4. Certification of Schools:			
December 14, F. C. Jenkins	18.18		
January 1, Mrs. Celia Pitts Yarbrough	15.00		
April 25, Cullom & Ghertner Co.	17.00	50.18	90.00

		Spent	Budget
5.	Secretarial Hire:		
	January 1, Mildred Boskers	\$ 10.20	
	February 21, Sara Cathey	40.00	
	March 22, Sara Cathey	40.00	
	October 22, Mrs. Celia Yarbrough	25.00	
	November 12, Mrs. Celia Yarbrough	50.00	\$ 165.20
			\$ 300.00
6.	Stationery for Secretary:		
	March 11, Cullom & Ghertner Co.	16.99	16.99
			40.00
7.	Telegrams, Telephone, and Tolls:		
		00.00	00.00
			25.00
8.	Convention Expenses:		
	December 14, J. M. Smyth	10.00	
	December 14, Lucille Epps	5.00	
	December 14, Eleanor Mahan	15.00	
	December 14, Sara Cathey	42.63	
	December 14, F. C. Jenkins	8.60	
	December 14, L. A. Pechstein	118.25	
	December 14, W. L. Spencer	9.50	
	December 14, G. C. Roberts	11.50	
	December 14, J. Harold Saxon	10.00	
	December 14, Mark Godman	10.00	
	December 14, R. R. Ewerz	9.00	
	December 14, R. E. Chaplin	9.50	
	December 14, E. R. Jobe	9.50	
	December 14, J. Henry Highsmith	10.00	
	December 14, Wm. D. Nixon	10.50	
	December 14, J. McTyeire Daniel	10.50	
	December 14, J. W. O'Banion	10.20	
	December 14, Fred M. Alexander	10.90	
	December 14, J. D. Riddick	10.50	
	December 21, F. C. Jenkins	10.05	
	January 20, J. C. Matthews	49.13	
	January 20, Druzilla Kent	33.40	
	January 20, A. W. James	6.30	429.96
			525.00
9.	Travel for Making Program:		
	July 14, E. R. Jobe	12.95	12.95
			100.00
10.	Standing Committee on Standards:		
	April 25, Cullom & Ghertner Co.	30.00	30.00
			75.00
11.	Inspection of Secondary Schools:		
	December 14, Alabama	395.00	
	December 14, Florida	704.00	
	December 14, Georgia	700.00	
	December 14, Kentucky	841.00	
	December 14, Louisiana	816.00	
	December 14, Mississippi	473.00	
	December 14, North Carolina	323.00	
	December 14, South Carolina	287.00	
	December 14, Tennessee	545.00	
	December 14, Texas	1,439.00	
	December 14, Virginia	477.00	7,000.00
			7,000.00
12.	Committee on Library:		
		00.00	00.00
			500.00

		Spent	Budget
13.	Committee on College Freshman Achievement:		
	December 14, Mrs. Charles E. Detchon	\$ 40.00	
	December 20, Paul L. Palmer	5.00	
	January 21, Mrs. Charles E. Detchon	40.00	
	February 20, Kathryn Bullington	40.00	
	March 22, Kathryn Bullington	40.00	
	April 24, Kathryn Bullington	40.00	
	May 21, Kathryn Bullington	40.00	
	June 20, Kathryn Bullington	40.00	
	July 21, Kathryn Bullington	40.00	
	August 25, Kathryn Bullington	40.00	
	September 22, Kathryn Bullington	40.00	
	October 22, Kathryn Bullington	40.00	
	November 18, Kathryn Bullington	40.00	
		\$ 485.00	\$ 800.00
14.	Committee on Evaluation:		
	July 14, M & E Fund, University of Texas	42.80	
	July 14, Mrs. Gerald O. York	7.20	50.00
15.	Contingent or Special Fund:		
	September 12, M & E Fund, University of Texas	29.00	500.00
Total		\$8,378.89	\$10,170.00
Balance Unspent		1,791.11	
Grand Total		\$10,170.00	\$10,170.00

The report was adopted.

REPORT OF BUDGET COMMITTEE

The following budget was approved as presented:

BUDGET

COMMISSION ON SECONDARY SCHOOLS, 1941-42

1.	Printing Annual Report Blanks	\$ 100.00
2.	Stamps	50.00
3.	Express	40.00
4.	Certification of Schools	75.00
5.	Secretarial Hire	300.00
6.	Stationery for Secretary	40.00
7.	Telegrams, Telephone, etc.	25.00
8.	Convention Expenses	500.00
9.	Travel in Making Program	50.00
10.	Standing Committee on Standards	75.00
11.	Inspection of Secondary Schools	7,200.00
12.	Library Committee	300.00
13.	Committee to Study High School and College Guidance and College Freshman Achievement	800.00
14.	Committee on Evaluation	100.00

15. National Committee on Coordination in Secondary Education	\$ 50.00
16. Contingent Fund	500.00
Total	\$10,205.00

Respectfully submitted,

M. R. HINSON
H. D. FILLERS
L. H. BAER
MARY V. McBEE
R. J. KOONCE, *Chairman*

REPORT OF RESOLUTIONS COMMITTEE

The members of the committee note with keen satisfaction that much harmony and mutual understanding have prevailed in the proceedings of this meeting, that a splendid spirit of cooperation has accentuated the discussion of our common problems, and that a healthy and vigorous condition is indicated by the results achieved in the deliberations of the members of the secondary group.

Therefore, in order to further encourage this most desirable feature of our annual meetings, be it resolved:

1. That we express our appreciation to the Chairman and other officers of this secondary group, for the most interesting and illuminative program that has been so effectively arranged and presented.

2. That we sincerely thank those individuals and organizations that have generously contributed to the success and pleasure of this meeting in Louisville.

Respectfully submitted,

I. C. STRICKLAND
J. D. RIDDICK
E. C. BALL
E. H. CRUDUP
FATHER P. H. DAGNEAU, *Chairman*

The report was adopted.

REPORT OF NOMINATING COMMITTEE

The following report was presented by the Chairman, A. B. Crawford.

Chairman: Joseph B. Bassich, S.J., Loyola University, New Orleans, Louisiana.

Vice Chairman: E. R. Jobe, State High School Supervisor, State Department of Education, Jackson, Mississippi.

Secretary: Frank C. Jenkins, Director, Southern Association Study in Secondary Schools and Colleges, Wesley Hall, Vanderbilt University, Nashville, Tennessee.

The report was adopted.

Father Bassich expressed in a few well-chosen words his appreciation for his election as chairman of the Commission on Secondary Schools and extended a welcome to the incoming members of the Commission.

Upon proper motion duly seconded the Commission on Secondary Schools was adjourned by the Chairman *sine die*.

STATISTICAL DATA ON SCHOOLS

TABLE I

SUMMARY OF ACCREDITED SECONDARY SCHOOLS

State	No. Schools 1940-41	No. Schools Added	No. Schools Dropped, Discontinued, Withdrawn, or Not Reporting	No. Schools Advised	No. Schools Warned	Total 1941-42
Alabama	67	4	4	27	21	67
Florida	123	1	2	18	22	122
Georgia	125	6	2	25	14	129
Kentucky	140	0	11	14	43	129
Louisiana	138	3	6	59	8	135
Mississippi	80	2	0	19	14	82
North Carolina	55	1	0	5	12	56
South Carolina	52	0	1	7	6	51
Tennessee	95	5	4	15	12	96
Texas	253	14	5	17	18	262
Virginia	81	4	3	28	22	82
Extra-Territorial	3	0	0	0	0	3
Total	1,212	40	38	234	192	1,214

STATE	SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN, NOT REPORTING, OR REORGANIZED	REASONS
Alabama	Centerville: Bibb County	Salaries of 5 teachers below minimum
	Cullman: Cullman County	Did not apply
	Foley	In session only 166 days during 1940-41
	Ozark: Dale County	Salaries of 6 teachers below minimum
Florida	Clermont-Minneola	Principal does not have A.M. Degree
	Maitland: Forest Lake Academy	Salaries of 5 teachers below minimum
Georgia	Evans	Withdrawn
	Walker Park: North Walton	Withdrawn
Kentucky	Berea	School to be in session only 173 days; not in highest class in state; salaries of 4 teachers below minimum

STATE	SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN, NOT REPORTING, OR REORGANIZED	REASONS
Louisiana	Buckhorn: Whitherspoon	Salaries of 4 teachers below minimum; insufficient library appropriation
	Clinton: Central	Salaries of 7 teachers below minimum; 2 teachers with more than 750 pupil periods
	May's Lick	Not in highest class in state; salaries of 3 teachers below minimum
	Midway	Salaries of 3 teachers below minimum
	Hopkinsville: Bethel College Academy	School discontinued
	Minerva	Salaries of 3 teachers below minimum
	Mt. Vernon	Salaries of 3 teachers below minimum; librarian devotes only half time to library; pupil-teacher ratio 1-30½; 1 teacher with more than 740 pupil periods
	Olive Hill	Salaries of 9 teachers below minimum; 7 classes with more than 40; 5 teachers with more than 750 pupil periods.
	Providence	Salaries of 9 teachers below minimum; inadequate library appropriation; 4 classes with more than 40; 3 teachers with more than 750 pupil periods
	Williamsburg: Cumberland College Academy	School discontinued
	Bernice	Salary of 1 teacher below minimum
	Breaux Bridge: Cecilia	Salaries of 3 teachers below minimum; library appropriation inadequate
	DeRidder	Salaries of 6 teachers below minimum; library appropriation inadequate; only 5 lessons in use of library
	Merryville	Withdrawn
	Morgan City	Withdrawn

STATE	SCHOOLS DROPPED, DISCONTINUED, WITHDRAWN, NOT REPORTING, OR REORGANIZED		REASONS
	St. Martinville		Salaries of 3 teachers below minimum; library appropriation inadequate; insufficient books; 2 classes with more than 40
Mississippi	None		
North Carolina	None		
South Carolina	Tigerville: North Greenville Baptist Academy		Did not apply
Tennessee	Cleveland: Bradley Central		Did not apply
	Lake City		Did not apply
	Nashville: Wallace University School		School discontinued
	Rockwood		Salary of 2 teachers below minimum; training of librarian inadequate
Texas	Commerce		Librarian has insufficient training in library science; only 10 lessons offered in use of library
	Dilley		Did not apply
	Forney		Did not apply
	Roscoe		Training of librarian inadequate
	Spur		Did not apply
Virginia	Portsmouth: Deep Creek		New principal does not have A.M. Degree
	Toano		Salaries of 2 teachers below minimum
	Waverly		Salary of 1 teacher below minimum; librarian devotes insufficient time to library; only 4 lessons offered in use of library
Extra-Territorial	None		

STATE	SCHOOLS ADDED
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Alabama	Gordo
	Leeds
	Mobile: Bishop Toolen
	Opp
Florida	Miami: Andrew Jackson
Georgia	Ashburn
	Cochran
	Gainesville: Brenau Academy
	Griffin: Spalding

STATE	SCHOOLS ADDED
	Rome: Model
	Springfield: Effingham Academy
Kentucky	None
Louisiana	Delhi
	Doyline
	Dutchtown
Mississippi	Pascagoula
	Tylertown
North Carolina	Reidsville
South Carolina	None
Tennessee	McMinnville: Central
	Nashville: Hillsboro
	North Chattanooga: Red Bank
	Old Hickory: DuPont
	Pleasant Hill: Pleasant Hill Academy
Texas	Athens
	Big Lake: Reagan County
	Dallas: Adamson
	Dallas Tech
	Forest Avenue
	North Dallas
	Sunset
	Woodrow Wilson
	Henrietta
	Holliday
	Levelland
	Lockhart
	Sterling City
	Sweeney
Virginia	Carysbrook: Fluvanna
	Norfolk: Granby Street
	Richmond: St. Gertrude's
	Wytheville
Extra-Territorial	None

TABLE II

THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

Session	Year	Public	Private	Total
2	1896	2	11	13
3	1897	3	20	23
4	1898	3	23	26
5	1899	3	33	36
6	1900	2	38	40
7	1901	2	36	38
8	1902	4	41	45
9	1903	3	34	37

TABLE II—*Continued*

THE GROWTH OF SECONDARY SCHOOLS SINCE THE ORGANIZATION OF THE ASSOCIATION

Session	Year	Public	Private	Total
10	1904	3	34	37
11	1905	4	31	35
12	1906	4	31	35
13	1907	4	26	30
14	1908	6	26	32
15	1909	5	33	38
16	1910	6	34	40
17	1911	5	32	37
18	1912	5	33	38
19	1913	125	36	161
*20	1914	308	70	278
**21	1915	245	63	308
22	1916	269	78	347
23	1917	292	75	367
24	1918	336	73	409
25	1919	365	78	443
26	1920	329	85	414
27	1921	455	100	555
28	1922	524	104	628
29	1923	589	116	705
30	1924	625	129	754
31	1925	629	130	759
32	1926	714	133	847
33	1927	777	151	928
34	1928	864	162	1,026
35	1929	921	184	1,105
36	1930	985	190	1,175
37	1931	1,014	180	1,194
38	1932	1,019	174	1,193
39	1933	1,000	183	1,183
40	1934	1,018	185	1,203
41	1935	972	182	1,154
42	1936	1,004	179	1,183
43	1937-38	1,008	179	1,187
44	1938-39	1,019	187	1,206
45	1939-40	1,016	184	1,200
46	1940-41	1,028	184	1,212
47	1941-42	1,028	186	1,214

* No list for Florida or Arkansas.

** Full report for all thirteen Southern States.

TABLE III

THE NUMBER OF PUBLIC AND PRIVATE SECONDARY SCHOOLS ACCREDITED
BY THE COMMISSION FOR 1941-42

States	Public	Private	Total
Alabama	58	9	67
Florida	99	23	122
Georgia	111	18	129
Kentucky	102	27	129
Louisiana	123	12	135
Mississippi	75	7	82
North Carolina	41	15	56
South Carolina	46	5	51
Tennessee	68	28	96
Texas	248	14	262
Virginia	57	25	82
Extra-Territorial	0	3	3
Total	1,028	186	1,214
Per Cent of Total	84.7	15.3	100

TABLE IV

SHOWING THE SIZE OF THE SECONDARY SCHOOLS INCLUDED IN THE REPORT
SCHOLASTIC YEAR 1941-42

States	Number Schools	Under 100	100- 199	200- 499	500- 999	1,000- 1,999	Over 2,000
Alabama	67	8	5	34	13	4	3
Florida	122	16	26	51	15	12	2
Georgia	129	12	42	52	15	8	0
Kentucky	129	10	32	66	15	6	0
Louisiana	135	18	42	49	15	10	1
Mississippi	82	11	24	38	6	3	0
North Carolina	56	13	6	15	14	8	0
South Carolina	51	0	9	21	15	6	0
Tennessee	96	10	18	44	16	8	0
Texas	262	15	65	102	43	30	7
Virginia	82	12	14	35	9	9	3
Extra-Territorial	3	2	0	1	0	0	0
Total	1,214	127	283	508	176	104	16
Per Cent of Total	100	10.5	23.3	41.8	14.5	8.6	1.3

TABLE V

SHOWING FACTS RELATIVE TO NUMBER AND SIZE OF SCHOOLS ACCREDITED BY
THE COMMISSION ON SECONDARY SCHOOLS—SCHOLASTIC YEAR 1941-42

States	Number Schools	Size of		Number of Teachers		Enroll- ment	Enroll- ment Average Per School
		Smallest School	Largest School	Total Number	Average Per School		
Alabama	67	26	3,150	1,498	22	35,640	532
Florida	122	25	2,201	2,447	20	55,299	453
Georgia	129	32	1,558	1,925	15	45,036	349
Kentucky	129	36	1,483	2,048	16	44,432	344
Louisiana	135	63	2,252	2,174	16	48,583	360
Mississippi	82	27	1,341	1,116	14	23,100	282
North Carolina	56	30	1,758	1,225	22	29,474	526
South Carolina	51	103	1,404	1,111	22	26,163	513
Tennessee	96	42	1,999	1,796	19	39,673	413
Texas	262	53	2,412	5,811	22	129,933	495
Virginia	82	44	2,721	1,902	23	40,357	492
Extra-Territorial	3	73	223	34	11	377	126
Total	1,214			23,087	19	518,067	427

TABLE VI
SHOWING NUMBER OF SCHOOLS UNDER 100 AND OVER 1,000. ALSO THE LARGEST AND SMALLEST IN EACH STATE
SCHOLASTIC YEAR 1941-42

States	Number Schools	Number Enroll- ing Over 1,000	Number Enroll- ing Under 100	Largest With Enrollment	Smallest With Enrollment	
Alabama	67	7	8	Murphy High School, Mobile	Loulie Compton Seminary, Birmingham	26
Florida	122	14	16	Miami Senior High School, Miami	Miami Military Academy, Miami	25
Georgia	129	8	12	Tech High School, Atlanta	Emory University Academy, Oxford	32
Kentucky	129	6	10	Louisville Male High School, Louisville	Sayre School, Lexington	36
Louisiana	135	11	18	C. E. Byrd High School, Shreveport	Hosston High School, Hosston	63
Mississippi	82	3	11	Central High School, Jackson	All Saints School, Vicksburg	27
North Carolina	56	8	13	New Hanover High School, Wilmington	Peace Preparatory School, Raleigh	30
South Carolina	51	6	0	Parker High School, Greenville	Thornwell High School, Clinton	103
Tennessee	96	8	9	Knoxville High School, Knoxville	St. Mary's School, Memphis	42
Texas	262	37	15	Dallas Tech, Dallas	Rankin High School, Rankin	53
Virginia	82	12	12	John Marshall High School, Richmond	Warrenton Country School, Warrenton	44
Extra-Territorial	3	0	2	American School Foundation, Mexico	American High School, Buenos Aires	73
Total	1,214	120	126			
Per Cent of Total	100	9.9	10.4			

The Commission on Institutions of Higher Education*

Organized in November, 1917

At the meeting of the Southern Association in Durham, N. C., 1916, a committee was appointed "To submit a plan at the next meeting of the Association for establishing a Commission to undertake the classification of higher institutions of learning." Professor E. A. Bechtel Professor E. C. Brooks, Dean H. D. Campbell, Professor J. S. Stewart, and Principal J. T. Wright were appointed on this committee.

The Commission on Institutions of Higher Education was organized at the Atlanta, Georgia, meeting in 1917, with Professor Bert E. Young, Chairman, and Dean H. D. Campbell, Secretary. A complete list of the chairmen and secretaries since the organization appeared on page 42 of the SOUTHERN ASSOCIATION QUARTERLY for February, 1937. Since 1930 meeting places and officers have been as follows:

- 1931—Montgomery, Alabama. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1932—New Orleans, Louisiana. Professor W. D. Hooper, Chairman; Vice President T. H. Jack, Secretary.
- 1933—Nashville, Tennessee. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1934—Atlanta, Georgia. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1935—Louisville, Kentucky. Professor W. D. Hooper, Chairman; President T. H. Jack, Secretary.
- 1936—Richmond, Virginia. President T. H. Jack, Chairman; President Alexander Guerry, Secretary.
- 1937-1938—Dallas, Texas. Chancellor O. C. Carmichael, Chairman; President Alexander Guerry, Secretary.
- 1938-1939—Memphis, Tennessee. Chancellor O. C. Carmichael, Chairman; Vice Chancellor Alexander Guerry, Secretary.
- 1939-1940—Atlanta, Georgia. Chancellor O. C. Carmichael, Chairman; Vice Chancellor Alexander Guerry, Secretary.
- 1940—Memphis, Tennessee. President Rufus C. Harris, Chairman; President C. C. Sherrod, Secretary.
- 1941—Louisville, Kentucky. President Rufus C. Harris, Chairman; Vice President Goodrich C. White, Secretary.

* The Commission consists of forty-five persons, representing colleges and schools members of the Association.

OFFICERS 1942

Chairman: President Rufus C. Harris, Tulane University.
 Secretary: Vice President Goodrich C. White, Emory University
 Executive Council: Chairman and Secretary, *ex officio*; Chancellor O. C. Carmichael, Vanderbilt University; President Theodore H. Jack, Randolph-Macon Woman's College; Chancellor A. B. Butts, University of Mississippi; President L. H. Hubbard, Texas State College for Women; Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama.
 Executive Secretary: M. C. Huntley, 1307 Citizens and Southern National Bank Building, Atlanta, Georgia.

MEMBERS OF THE COMMISSION

COLLEGE MEMBERS

CLASS OF 1942

Dean H. E. Jenkins, Tyler Junior College
 President H. G. Noffsinger, Virginia Intermont College
 President H. N. Sherwood, Georgetown College
 Dean C. H. Barnwell, University of Alabama.
 Vice President Goodrich C. White, Emory University
 President Theodore H. Jack, Randolph-Macon Woman's College
 President E. M. Gwathmey, Converse College
 President Ralph W. Lloyd, Maryville College
 Registrar E. J. Mathews, University of Texas
 Dean John A. Hardin, Centenary College of Louisiana

CLASS OF 1943

Registrar Howard McGinnis, East Carolina Teachers College
 President L. H. Hubbard, Texas State College for Women
 President W. S. Allen, John B. Stetson University
 Dean W. D. Funkhouser, University of Kentucky
 President Frank P. Graham, University of North Carolina
 President D. M. Nelson, Mississippi College
 Chancellor O. C. Carmichael, Vanderbilt University
 President Umphrey Lee, Southern Methodist University
 President J. R. McCain, Agnes Scott College
 President Sam H. Whitley, East Texas State Teachers College

CLASS OF 1944

Dean Walter K. Greene, Duke University
 President Rufus C. Harris, Tulane University
 President J. R. McKissick, University of South Carolina
 Dean J. W. Norman, University of Florida

President Raymond R. Paty, Birmingham-Southern College
 Dean Fred Smith, University of Tennessee
 President C. B. Hodges, Louisiana State University
 Chancellor A. B. Butts, University of Mississippi
 Professor W. R. Smithey, University of Virginia
 Executive Secretary Ralph B. Draughon, Alabama Polytechnic Institute

SCHOOL MEMBERS

CLASS OF 1942

President C. R. Wilcox, Darlington School, Rome, Georgia
 Principal S. B. Tinsley, Louisville, Kentucky
 Principal Noble Hendrix, Birmingham, Alabama
 Superintendent F. W. Murphy, Greenville, Mississippi
 Principal C. C. Henson, Isidore Newman School, New Orleans, Louisiana

CLASS OF 1943

Superintendent Lee Kirkpatrick, Paris, Kentucky
 Superintendent W. H. Shaw, Sumter, South Carolina
 Headmaster George I. Briggs, Battle Ground Academy, Franklin, Tennessee
 President E. W. Hardy, Junior College of Augusta, Augusta, Georgia
 Superintendent H. W. Stilwell, Texarkana, Texas

CLASS OF 1944

Principal S. M. Brame, Bolton High School, Alexandria, Louisiana
 President J. E. Burk, Ward-Belmont School, Nashville, Tennessee
 Superintendent K. R. Curtis, Wilson, North Carolina
 Principal A. J. Geiger, St. Petersburg, Florida
 Principal H. D. Wolff, Petersburg, Virginia

COMMITTEES OF THE COMMISSION ON INSTITUTIONS OF
HIGHER EDUCATION

COUNCIL OF THE COMMISSION

President Rufus C. Harris	Chancellor A. B. Butts
Vice President Goodrich C. White	Principal Noble Hendrix
Chancellor O. C. Carmichael	President L. H. Hubbard
President Theodore H. Jack	

COMMITTEE ON REPORTS

W. K. Greene, Chairman	Umpfrey Lee
Raymond R. Paty	Sam H. Whitley
R. W. Lloyd	A. B. Butts
E. M. Gwathmey	George I. Briggs
Howard McGinnis	

COMMITTEE ON STANDARDS

W. S. Allen, Chairman	Frank P. Graham
J. R. McKissick	W. D. Funkhouser
F. W. Murphy	S. B. Tinsley
Lee Kirkpatrick	C. B. Hodges
W. R. Smithey	

COMMITTEE ON NEW MEMBERS

J. R. McCain, Chairman	Fred C. Smith
K. R. Curtis	E. J. Mathews
C. H. Barnwell	H. D. Wolff

COMMITTEE ON JUNIOR COLLEGES

H. G. Noffsinger, Chairman	C. C. Henson
H. E. Jenkins	C. R. Wilcox
S. M. Brame	E. W. Hardy
H. W. Stilwell	D. M. Nelson
J. E. Burk	R. B. Draughon

COMMITTEE ON NON-MEMBERS

H. N. Sherwood, Chairman	A. J. Geiger
W. H. Shaw	John A. Hardin
J. W. Norman	

Report of the Commission on Institutions of Higher Education

MEETING OF TUESDAY MORNING, DECEMBER 2, 1941

The Commission on Institutions of Higher Education was called to order by Chairman Rufus C. Harris at 9:15 A.M. in the South Room of the Brown Hotel, Louisville, Kentucky.

The Secretary called the roll and thirty-four members of the Commission answered to their names. The presence of a quorum was reported.

The minutes of the meetings of the Commission in December 1940, as printed in the February 1941 issue of the SOUTHERN ASSOCIATION QUARTERLY, were approved without reading.

On motion of President Whitley, seconded by President Sherwood, the Commission requested the Chair to appoint a committee to prepare and present to the Commission a memorial to President Richard C. Foster, of the University of Alabama, a member of the Commission at the time of his death. President McKissick and President Sherrod were named on the committee.

The Chairman announced the appointment of the following committees:

COMMITTEE ON NOMINATIONS

Dean Greene, Chairman
President Jack
Dean Napier

COMMITTEE ON BUDGET

President Paty, Chairman
President McCain
Registrar McGinnis

On motion of President Paty, seconded by Dean Wilson, the Chairman of the Commission was authorized to fill, for this meeting of the Association, any vacancies on committees of the Commission.

Announcements were made regarding committee meetings and the Commission adjourned at 9:30, to reconvene at 9:00 A.M. Wednesday, December 3.

RUFUS C. HARRIS, *Chairman*
GOODRICH C. WHITE, *Secretary*

MEETING OF WEDNESDAY MORNING, DECEMBER 3, 1941

The Commission was called to order by Chairman Rufus C. Harris at 9:15 A.M. The roll was called by the Secretary and 35 members, constituting a quorum, were reported in attendance. The minutes of the session of December 2 were read, amended, and approved.

The Commission, after a recess of five minutes, went into executive session to hear the report of the Executive Council.

The Secretary presented the report of the Executive Council.

REPORT OF THE EXECUTIVE COUNCIL

The Executive Council recommends to the Commission:

- I. That Louisiana State University be removed from probation and restored to unconditional membership in the Association.*
- II. That Louisiana State Normal College be readmitted to membership in the Association.*
- III. That Mississippi Southern College be continued on probation.*
- IV. That the report of the Committee on New Members be approved.*

REPORT OF COMMITTEE ON NEW MEMBERS

The Committee has interviewed representatives of 12 institutions, as follows: [Names withheld in accordance with the custom of the Commission not to publish names of institutions applying for membership until the applications have been accepted.—EDITOR.]

All of these are making progress, but none is yet meeting all the important standards.

It is recommended that a special study be authorized for Southeastern Louisiana College.

- V. That the report of the Committee on Reports be approved.*

REPORT OF THE COMMITTEE ON REPORTS

The Committee on Reports has interviewed the representatives of thirty-two member institutions.

With regard to the status of member institutions that have been heard at this meeting, the Committee recommends:

1. That the following institutions, formerly holding conditional membership, be restored to good standing:

Emory and Henry College
Louisiana College
Spring Hill College

2. That Berea College be placed on conditional membership for failure to meet the standards of the Association.

3. That Wesleyan College be placed on probation for failure to meet the standards of the Association.

4. That the following institutions be continued on probation:

Judson College
Lynchburg College

5. That the following colleges be dropped from membership in the Association for continued failure to meet the standards of the Association:¹

Brenau College
Trinity University

The Committee on Reports voted to discontinue the use of the tentative standards under which it has been temporarily working. The member institutions that are not now meeting the printed standards as approved by the Association in 1939 are urged to show evidence, as soon as possible, of making definite progress toward meeting them.

During the year 1941-1942, the Committee on Reports plans to make a detailed study of the information gathered from member institutions concerning student academic load and quantitative and qualitative requirements for admission, for continuance in college, and for graduation. The results of this study will be embodied in a special report to the Commission in 1942, setting forth certain recommendations of a qualitative nature for consideration and adoption by the individual member institutions.

The Committee on Reports desires to continue, during the year 1941-1942, its investigation and study of institutional indebtedness, with a view toward the formulation of clearer policies covering this subject.

During the year 1941-42, the Committee on Reports plans to continue its study of library holdings in member institutions with relation to the approved lists of books and periodicals and to make definite recommendations to the Commission at the annual meeting in 1942.

The Committee on Reports recommends to the Committee on Standards that it make a further study of Standard 18 in its relation to the problems of member institutions that maintain professional schools or departments of music, library science, art, speech, etc.

The Committee on Reports requests permission to secure from member institutions during 1941-1942, specific information preparatory to a study of student personal guidance and student academic guidance in our institutions.

W. K. GREENE, *Chairman*
RAYMOND R. PATY, *Secretary*

¹ Effective September 1, 1942.

VI. That the report of the Committee on Junior Colleges be approved.

REPORT OF THE COMMITTEE ON JUNIOR COLLEGES

At the call of Chairman H. G. Noffsinger the Committee on Junior Colleges of the Southern Association of Colleges and Secondary Schools met in Room 535, Brown Hotel, Sunday evening, November 30, at 6:30 o'clock with the following members of the Committee in attendance: President H. G. Noffsinger, Virginia Inter-mont College; Principal S. M. Brame, Bolton High School, Alexandria, Louisiana; President J. E. Burk, Ward-Belmont School; Principal N. B. Hendrix, Woodlawn High School, Birmingham; President C. R. Wilcox, Darlington School, Rome, Georgia; President D. M. Nelson, Mississippi College; President H. W. Stilwell, Texarkana College; President Eric W. Hardy, Junior College of Augusta; Dean Winslow S. Anderson, Rollins College; Principal C. C. Henson, Isidore Newman School, New Orleans,

Invited to sit with the Committee were the following: Dr. G. C. White of Emory University, Dr. M. C. Huntley, Principal Emeritus William A. James of the Ball High School, Galveston, Texas, and President Sam H. Whitley of East Texas State Teachers College, President of the Association.

The Committee on Junior Colleges met December 1-2, 1941, in Rooms 535 and 536 of the Brown Hotel, reviewing reports and conducting hearings from institutions as follows:

Applications for Membership	9
Preliminary Applications	7
Triennial Reports	16
Special Request	2
Supplementary Reports	12
Conditional Membership	3
Probation Report	1

50

The Committee on Junior Colleges make the following recommendations to the Executive Council of the Commission on Institutions of Higher Education:

1. That the following Junior Colleges be accepted for membership in the Association:

Gordon Military College, Barnesville, Georgia
 Northeast Junior College, Monroe, Louisiana
 Snead Junior College, Boaz, Alabama
 Campbell Junior College, Buie's Creek, North Carolina

2. That Andrew College, Cuthbert, Georgia, be continued on probation.

3. That the following junior colleges be continued on the conditional membership list:

Bethel Woman's College, Hopkinsville, Kentucky
 Pearl River Junior College, Poplarville, Mississippi
 Young L. G. Harris Junior College, Young Harris, Georgia

4. That Sacred Heart (Ursuline College), Louisville, Kentucky be removed from conditional membership and restored to full standing in the Association.

5. That the Committee on Junior Colleges be empowered to receive applications from Junior Colleges in neighboring countries and insular possessions of the United States for consideration for membership in the Association.

6. That an appropriation of three hundred dollars (\$300.00) be placed in the budget for the use of the Committee on Junior Colleges in 1942.

7. That the Committee on Junior Colleges wishes to emphasize that Standard Number Three, which requires graduation from an approved high school, is the first qualification for admission to a Junior College.

8. That triennial reports from member Junior Colleges be discontinued, and that reports on special standards be required from all Junior Colleges every year. For the coming year reports will be required from all Junior Colleges on Standards 8 and 9.

H. G. NOFFSINGER, *Chairman*

VII. That the report of the Committee on Non-Member Colleges be approved.

REPORT OF THE COMMITTEE ON NON-MEMBER COLLEGES

Of the eighteen non-member colleges, representatives from seventeen appeared before your Committee and related their efforts made during the year to meet the standards of the Association. Some had concentrated on debt reduction; others on the increase of endowment. In general, the teaching staff is adequate in numbers and qualified by training, the enrollment of students holds up well, but salaries are low and library and laboratory expenditure is insufficient. A quality common to all of these institutions is lack of financial support.

These colleges have been helped by the interviews which their representatives have had with your Committee and by the suggestions made to them by the Executive Secretary of this Commission upon his visits to their seats of learning. To shorten the distance between their achievement and the standards of the Association they have given serious effort. Except in a few cases worthy progress has been made.

Your Committee transmitted to the Executive Secretary of this Commission a report on each college in which suggestions were made for further improvement in its status. Since the non-member list is to be discontinued in December, 1942, we recommend that your Executive Secretary notify each institution in writing of this fact and if possible visit the campus of each member of this group of colleges in order to be better able to make final suggestions for the improvement of the school and to advise with your Committee in its final meeting.

HENRY NOBLE SHERWOOD, *Chairman*

VIII. That the report of the Committee on Standards be approved.

REPORT OF THE COMMITTEE ON STANDARDS

Upon authority granted in 1940 by the Commission on Institutions of Higher Education a set of questions relating to Standard 12, Extra-curricular Activities, was recently mailed by the Committee on Standards to member colleges with a view to determining policies and procedures of the different members in regard to the administration of Standard 12. Nearly all of the members filled in and returned the questions. Relating these answers to the six provisions of Standard 12, we find the following:

Provision One. Answers to the questionnaire reveal that 48 per cent of the member colleges feel that all student activities sponsored by their respective institutions contribute to the educational efficiency of their institutions; 52 per cent feel that some extra-curricular activities do not contribute to their educational efficiency; and only 14 per cent claim to have collected objective data tending to prove the worthwhileness of extra-curricular activities. The Committee, therefore, recommends that member

institutions consider the value of a self-survey of their respective extra-curricular programs in an effort to discover the degree to which each of these activities is constructive and helpful.

Provision Two. Seventy-seven per cent of the colleges answering say that all extra-curricular activities represented in their respective institutions are under faculty and administrative supervision. However, some if not most of the supervisory procedures outlined as being in practice in the different institutions was nominal only. Need for more definite supervisory policies as well as more specific means of implementing these policies is indicated.

Provision Three. Answers to the question dealing with participation basis failed to reveal sufficient data on which to venture even a guess.

Provision Four. Answers to the question dealing with fraternities and social clubs reveal that 89 per cent of the members do not allow initiation until academic standing of prospective members is fully approved. It is believed that this provision is satisfactorily supervised through the joint efforts of officers of institutions and national representatives of fraternities and sororities.

Provision Five. Answers reveal that only 30 per cent of member institutions report adequate plans for preventing the "spoils system." The Committee recommends closer supervision of the budgeting and accounting of student organizations and an annual audit by competent officials of all student organization accounts.

Provision Six. Answers dealing with this provision of Standard 12 show that only 54 per cent of the member institutions claim to audit the accounts of student organizations. The committee recommends generally more careful institutional supervision of the budgeting, the accounting, the auditing, and the fiscal reporting of student organizations.

In view of the facts revealed by the answers summarized above, it is the opinion of the committee that report blanks and application blanks of the future should recognize the importance of extra-curricular activities by calling for information bearing upon the degree to which different member institutions conform to the six provisions of Standard 12 in their administration and supervision of this Standard.

Interest in improving extra-curricular activities as revealed by answers to the questions is commended by the committee. Typical of answers to the question, "What have you done within the last ten years to improve the extra-curricular program in your institution?" are the following:

"Social clubs were abolished on this campus through co-operation of the student organization and administration within the last ten years."

"Activities are now carried on an accepted business procedure, and our students learn desirable rather than undesirable ones."

"Activity sheet shows number of hours devoted to each activity. The advisers will use these in light of students total program including study and labor."

"Eliminated intercollegiate athletics."

"Established student life committee to supervise extra-curricular activities."

"Established common treasurer for all activities participating in student activity fund."

"Require each organization to have a definitely scheduled program to continue as a recognized student organization."

"Adopted scholarship requirements for participation in musical and dramatic organizations. Limited participation by scheduling activities at same period; provided regular class periods for rehearsal of choir and band. Provided for audit of student funds. Established a control of athletics."

"Institution of student activity fee. Consolidating all intramural and inter-collegiate athletics under full-time director. Building of a new gymnasium."

"Requiring a faculty sponsor for all organizations. Giving faculty committee on student activities strong supervisory powers. Print in hand-book regulations regarding organizations. Requiring written petition telling details of proposed affair."

"Increased the number of those primarily engaged in personnel work, including the setting up of a students' activities office and the appointment of director of religious activities. Special emphasis has been given to adviser to fraternities."

"President's round table where heads of organizations meet at weekly periods for general discussions of problems."

"The faculty committee on organizations and activities makes an annual report to the faculty. This report contains evaluation of the various organizations and activities and recommends for faculty action such corrective measures as seem desirable."

"A dean of men and a dean of women who have been increasingly active in supervising and guiding organizations."

"Establishing a point system. Establishing a calendar to regulate meetings of all organizations. Establishing a committee for supervision of all activities. Establishing committees to regulate organization of new activities."

"Establishing of audit and budget system."

"Requiring limited participation for graduation."

Suggestions for future improvement include the following:

1. Surveys of existing organizations to see if they answer distinct campus needs.
2. Guidance in extra-curricular programs.
3. An efficient calendar committee in each institution.
4. The establishment of a point system and the keeping of records in a central office.

B. L. PARKINSON, *Chairman*

A NEW STANDARD PROPOSED BY THE COMMITTEE

"EXTENSION AND CORRESPONDENCE COURSES"

(For text in full, see page 83, "Minutes of the Association," this issue of the QUARTERLY.)

IX. *That the Commission authorize the Chairman to appoint two or more of its members to serve with representatives of the Commission on Secondary Schools as members of a joint committee to study high school and college guidance problems and college freshman achievement.*

X. *That the Commission authorize the appointment of a standing committee to cooperate with the Joint Committee on Accrediting, this latter committee representing the Association of American Universities, the Association of Urban Universities, the National Association of State Universities, and the Association of Land Grant Colleges.*

XI. *That the budget proposed by the Committee on Budget be approved.*

PROPOSED BUDGET

COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION

1941-42

Committee on Reports	\$ 400.00
Committee on Junior Colleges	300.00
Salary, Executive Secretary	5,000.00
Salary, Secretary to Above	1,400.00
Extra Secretarial Help	100.00
Report Forms and Other Printing	250.00

Supplies	\$ 300.00
Office Rent	600.00
Contingent Fund	400.00
Travel	800.00
Total	\$ 9,550.00

J. R. McCain
 HOWARD MCGINNIS
 RAYMOND R. PATY, *Chairman*

After the reading of each section of the report above the Secretary moved its approval. Each motion was duly seconded and passed. The secretary then moved the adoption of the report as a whole, the motion was seconded, and the report as a whole was adopted.

The Chair announced that the Commission would hold an executive session at 4 P.M. to hear the Council's report on the Georgia situation, and that at 2 P.M. there would be a joint meeting with the Commission on Curricular Problems and Research for discussion of the Work Conferences on Higher Education.

The Chair expressed his appreciation of the work of the chairmen and the members of the various committees of the Commission.

Brief informal discussion of some of the items in the proposed new standard (See Report of the Committee on Standards) followed.

The Commission adjourned at 10:20 A.M.

RUFUS C. HARRIS, *Chairman*
 GOODRICH C. WHITE, *Secretary*

MEETING OF WEDNESDAY AFTERNOON, DECEMBER 3, 1941

The Commission met at 2:15, in joint session with the Commission on Curricular Problems and Research, with Chairman Harris and Chairman Knight presiding.

Chairman Harris stated the purpose of the joint session.

Mr. E. G. McGhee, Jr., presented a Progress Report on work with institutions of higher education for Negroes.

The remainder of the session was devoted to a discussion of the Work Conferences on Higher Education, held at the University of the South in the summer of 1941 and projected for the summer of 1942. Participating in the discussion were President Rufus Harris, Dean K. J. Hoke, Chancellor O. C. Carmichael, who is to serve as Director of the 1942 Conference, President Theodore H. Jack, Vice President Goodrich C. White, and Professor Edgar Knight.

The joint meeting was adjourned at 3:35 P.M.

RUFUS C. HARRIS, *Chairman*
 GOODRICH C. WHITE, *Secretary*

AFTERNOON EXECUTIVE SESSION

The Commission met in executive session and was called to order at 4:15 P.M. by Chairman Harris. The roll was called by the Secretary, and 36 members, constituting a quorum, were reported present.

The report of the committee appointed to prepare and present a memorial to President Richard C. Foster was called for. The memorial was read by the chairman of the committee, President J. R. McKissick. President Jack moved that the memorial be approved by a rising vote and a copy spread on the minutes of the Association. The motion was seconded and unanimously adopted by rising vote.

MEMORIAL TO PRESIDENT RICHARD C. FOSTER

Few, if any, others have in four years won such high place in educational leadership in the South and such widespread esteem of fellow educators as Richard C. Foster did.

Called from the profession of law which he practiced for many years to the presidency of the University of Alabama, he soon evidenced thorough grasp of the principles and problems of higher education. Under his guidance the institution steadily and soundly advanced. Calm, genial, yet forceful, in dealing effectively with people, he was a wise planner and a successful administrator.

His service was not confined to his native state. Early in his presidential career he took an active and a leading part in the educational associations in which he represented his university. Member of important committees in these groups and an officer in several, he worked interestedly, ably, and faithfully. In our Association, the Southern University Conference, the National Association of State Universities, and in the Association of Non-Land Grant State Universities he was influential and prominent, a representative of the best character and thought in Southern education. Had he lived longer, he would have achieved national recognition as one of the foremost educators in this section of our country.

To know Richard C. Foster was to like, to respect, to admire him. He attained general confidence because he deserved it by reason of his outstanding personality and character. He was modest, kindly, considerate of others and their opinions, never self-seeking. Possessing the loftiest integrity and honor, he never sold the truth to serve the hour. His extraordinarily sweet nature endeared him to all who knew him, many of whom had and have deep, enduring affection for him, and all of whom count his passing an incalculable loss to his state, to the South, and to the nation.

"Know ye not that there is a prince and a great man fallen this day in Israel?"

CHARLES C. SHERROD
J. RION MCKISSICK

REPORT ON THE UNIVERSITY SYSTEM OF GEORGIA

Chairman Harris then stated that the further business of the executive session of the Commission was to hear the report of the Council on the Georgia situation. Chairman Beaver of the Board of Regents of the University System of Georgia was then presented by the Chair. Chairman Beaver made a brief statement to the Commission. Chairman Beaver, Chancellor Sanford of the University System of Georgia, and President

Caldwell of the University of Georgia, then retired. Chairman Harris, in response to a question, explained that President Caldwell, though a member of the Commission, preferred to retire.

The Secretary of the Commission at the request of the Chair read the report of the special committee appointed to investigate the Georgia situation. (For the text of this report see pages 71 to 73 this issue of the *QUARTERLY*, where the record sets forth that it was presented by the Executive Committee of the Association to the Association and was adopted.)

The Secretary then read the action of the Council that "the Council receive, approve, and transmit to the Commission with the recommendation that it approve the report of the Committee." The Secretary moved the approval of the report as recommended by the Council. The motion was seconded. After discussion the question was put and the report was approved with one dissenting vote.

The Secretary then read a proposed Statement of Principles.

STATEMENT OF PRINCIPLES

(For full text, see "Minutes of the Association," pages 84 to 86, this issue of the *QUARTERLY*)

Following the reading the Secretary reported the action of the Council as follows:

1. That the Executive Council submit this Statement of Principles to the Commission on Institutions of Higher Education with the recommendation that it be transmitted to the Executive Committee of the Association for submission to the Association.
2. That it be laid on the table by the Association for one year and printed in the proceedings of the Association.
3. That members of the Association be invited to send suggestions for amendment to the Chairman of the Commission on Institutions of Higher Education, these suggestions to be reviewed by the Executive Council at the next annual meeting of the Association; and
4. That the Executive Council of the Commission on Higher Institutions then submit a revised statement for final approval by the Association.

The Secretary moved that the recommendation of the Council with reference to the Statement of Principles be approved. The motion was seconded by President Jack, and when put by the Chair, was passed without dissenting vote.

President Jack urged the importance of withholding all information as to action taken at this executive session of the Commission. The Chair endorsed President Jack's remarks.

REPORT OF THE COMMITTEE ON NOMINATIONS

The report of the Committee on Nominations was presented by Dean W. K. Greene, Chairman. It was moved and seconded (McKissick, Norman) that the report be adopted and those nominated be duly named as members and officers of the Commission. The question was put by Dean T. J. Wilson, Jr., and the report was adopted without dissent.

Your Committee on Nominations begs to report as follows:

Chairman of the Commission: President Rufus C. Harris, Tulane University.
Secretary of the Commission: Vice President Goodrich C. White, Emory University.
Executive Secretary of the Commission: M. C. Huntley, Atlanta, Georgia, Executive Council of the Commission:

Chancellor O. C. Carmichael, Vanderbilt University
President Theodore H. Jack, Randolph-Macon Woman's College
Chancellor A. B. Butts, University of Mississippi
Principal Noble Hendrix, Woodlawn High School, Birmingham, Alabama
President L. H. Hubbard, Texas State College for Women
Chairman and Secretary, *ex-officio*

CLASS OF 1944

COLLEGE MEMBERS

Dean W. K. Greene, Duke University
President Rufus C. Harris, Tulane University
President J. R. McKissick, University of South Carolina
Dean J. W. Norman, University of Florida
President Raymond R. Paty, Birmingham-Southern College
Dean Fred Smith, University of Tennessee
President C. B. Hodges, Louisiana State University
Chancellor A. B. Butts, University of Mississippi
Professor W. R. Smithey, University of Virginia
Executive Secretary Ralph B. Draughon, Alabama Polytechnic Institute

SCHOOL MEMBERS

Principal S. M. Brame, Bolton High School, Alexandria, Louisiana
President J. E. Burk, Ward-Belmont School, Nashville, Tennessee
Superintendent K. R. Curtis, Wilson, North Carolina
Principal A. J. Geiger, St. Petersburg, Florida
Principal H. D. Wolff, Petersburg, Virginia

CLASS OF 1942 (*College Member*)

Dean C. H. Barnwell, University of Alabama, to fill unexpired term of President R. C. Foster, deceased

CLASS OF 1943 (*College Members*)

President W. S. Allen, John B. Stetson University, to fill unexpired term of President H. W. Caldwell
President L. H. Hubbard, Texas State College for Women, to fill unexpired term of Dean W. S. Anderson

THEODORE H. JACK
T. H. NAPIER
W. K. GREENE, *Chairman*

Dean Greene moved an expression, by rising vote, of the appreciation of the Commission for the services of the members retiring at this time from the Commission. The motion was seconded and passed.

Chairman Harris expressed appreciation of the services of the committees and of the Secretary and the Executive Secretary.

On motion, duly seconded, the Commission adjourned at 5:30 P.M.

RUFUS C. HARRIS, *Chairman*
GOODRICH C. WHITE, *Secretary*

The Commission on Curricular Problems and Research

Organized by the Association in December, 1935

The Commission on Curricular Problems and Research was created by the Constitution of the Association adopted at the annual meeting held in Louisville, Kentucky, December 5-6, 1935. The duties of the Commission are to "study and report to the appropriate standing committee on the accrediting policies of this and similar associations, . . . (to) study and report to the appropriate standing committee notable procedures in administering programs of studies, . . . (and to) stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education." There was an organization meeting in Atlanta the following spring. Since 1935, the meeting places and officers of the Commission have been as follows:

1936—Richmond, Virginia. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1937-38—Dallas, Texas. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1938-39—Memphis, Tennessee. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1939-40—Atlanta, Georgia. Dean K. J. Hoke, Chairman; Assistant Superintendent L. Frazer Banks, Secretary.

1940-41—Memphis, Tennessee. Dean K. J. Hoke, Chairman, Assistant Superintendent Lawrence G. Derthick, Secretary.

1941-42—Louisville, Kentucky. Dr. Edgar W. Knight, Chairman; Assistant Superintendent Lawrence G. Derthick, Secretary.

OFFICERS 1942

Chairman: Dean K. J. Hoke, College of William and Mary, Williamsburg, Virginia.

Secretary: Roscoe E. Parker, Professor of English, University of Tennessee. Knoxville, Tennessee.

Executive Committee: B. P. Brooks, Director of Instruction, Mississippi State College, State College, Mississippi; Henry Hill, Dean, University of Kentucky, Lexington, Kentucky; W. L. Mayer, North Carolina State College, Raleigh, North Carolina; Ben Wiseman, Principal, Highland Park, Dallas, Texas; Gladstone H. Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa, Alabama.

MEMBERS FROM INSTITUTIONS OF
HIGHER EDUCATIONTerm
Expires
December

B. P. Brooks, Director of Instruction, Mississippi State College, State College, Mississippi	1942*
H. P. Parlin, Dean, College of Liberal Arts, University of Texas, Austin, Texas	1942
Roscoe E. Parker, Professor of English, University of Tennessee, Knoxville, Tennessee	1942
Gladstone H. Yeuell, Professor of Secondary Education, University of Alabama, Tuscaloosa	1943
Leo M. Chamberlain, Registrar, University of Kentucky, Lexington, Kentucky	1943
F. C. Fox, Randolph-Macon College, Ashland, Virginia	1943
E. W. Garris, Professor of Agriculture, University of Florida, Gainesville, Florida	1944
Phillip Davidson, Professor of History, Agnes Scott College, Decatur, Georgia	1944
James F. Whelan, Chairman Department of Education, Loyola University, New Orleans, Louisiana	1944
A. W. Hobbs, College of Arts and Sciences, University of North Carolina, Chapel Hill, North Carolina	1944
Sadie Groggans, Professor of Education, Winthrop College, Rock Hill, South Carolina	1944

MEMBERS FROM SECONDARY SCHOOLS

K. J. Clark, Principal, Mobile High School, Mobile, Alabama	1942
Sam Gardner, Principal, Griffin High School, Griffin, Georgia	1942
W. T. Rowland, Jr., Assistant Superintendent, Louisville, Kentucky	1942
Quinton Holton, Principal, Durham High School, Durham, North Carolina	1942
S. G. Lucky, Principal, Bastrop High School, Bastrop, Louisiana	1942
M. L. Banks, Principal, High School, Chester, South Carolina	1943
R. C. Jennings, Principal, High School, Waynesboro, Virginia	1943
W. H. Yarbrough, Principal, West End High School, Nashville, Tennessee	1944
Howell Watkins, Supervising Principal, West Palm Beach High School, West Palm Beach, Florida	1944
J. M. Smyth, Superintendent, Canton Mississippi Public Schools	1944
Ben Wiseman, Principal, Highland Park, Dallas, Texas	1944

* Or on the adjournment of the annual meeting for the academic year 1942-43. If the meeting should be held later than December in any year, 1942 would nominally become 1942-43, and so on.—EDITOR.

MEMBERS AT LARGE

*Term
Expires*

G. E. Metz, Registrar, Clemson Agricultural College, Clemson, South Carolina	1942
Ralph L. Eyman, Dean, School of Education, Florida State College for Women, Tallahassee, Florida	1942
E. B. Robert, Dean, College of Education, Louisiana State University, University, Louisiana	1943
W. L. Mayer, North Carolina State College, Raleigh, North Carolina	1943
J. C. Sellers, Director of Curriculum, Fort Worth Public Schools, Fort Worth, Texas	1943
Henry Hill, Dean, University of Kentucky, Lexington, Kentucky	1943
L. Frazer Banks, Assistant Superintendent, Birmingham, Alabama	1943
K. J. Hoke, Dean, William and Mary College, Williamsburg, Virginia	1944

Report of the Commission on Curricular Problems and Research

MEETING OF TUESDAY MORNING, DECEMBER 2, 1941

The annual meeting of the Commission on Curricular Problems and Research was called to order at 9:30 A.M. by Chairman Edgar W. Knight with approximately sixty persons in attendance. The following members of the Commission answered roll call: Harry Little, P. A. Roy, Edgar W. Knight, W. H. Washington, B. P. Brooks, Roscoe E. Parker, Gladstone H. Yeuell, Leo M. Chamberlain, L. G. Derthick, H. V. Cooper, Ben Wiseman, W. T. Roland, Jr., M. L. Banks, E. B. Robert, and W. L. Mayer.

Dr. Knight appointed Father P. A. Roy as chairman of the Nominating Committee, which included H. V. Cooper, W. H. Washington, W. L. Mayer, and L. G. Derthick. This Committee was assigned the task of nominating new members to fill vacancies on the Commission and of nominating the officers and members of the Executive Committee for the year 1942.

Dr. Knight read the annual report on the work of the Commission. Father Roy moved the adoption of the Chairman's annual report with the instruction that it be submitted to the Executive Committee of the Southern Association. This motion was seconded and carried.

Dr. Roscoe E. Parker, Chairman of the Sub-Committee, made the following report on the work of his group:

REPORT OF THE SUB-COMMITTEE

The Executive Committee of the Commission on Curricular Problems and Research appointed the following sub-committee on May 10, 1941: Miss Druzilla Kent and Messrs. K. J. Hoke, F. C. Jenkins, E. W. Knight, R. E. Parker (chairman), and E. A. Waters. This sub-committee was appointed to promote and submit recommendations concerning the following problems: the preparation of reports on the Southern Association Study, the extension of cooperative relations with existing institutions and other agencies concerned with educational improvement, and the exploration of possible ways of extending the work of the Commission.

Two called meetings of the sub-committee have been held, one in Knoxville and one in Atlanta. Frequent informal discussions among members of the sub-committee have been carried on. The sub-committee cooperated with members of the staff of the Southern Association Study in planning Monograph No. 1 of the Study, submitted a "Progress Report" to the Executive Committee meeting in Atlanta on September 13, 1941, and was instructed to submit a final report at the present meeting.

As a background for the recommendations which conclude this report, the sub-committee desires to present to the Commission certain facts and assumptions.

1. *Functions of the Commission.* The Commission on Curricular Problems and Research was created:

- a. To "study and report—on the accrediting of this and similar associations,"
- b. To "study and report—notable procedures in administering programs of studies,"
- c. To "stimulate experimentation and report—significant trends in either secondary or higher education."

The Commission has made distinctive progress in the performance of the functions which it was created to perform. We believe, however, that it is imperative that the Commission reconsider from time to time its functions and objectives and the scope of the work it is to undertake. Such reconsideration is necessary, because all the work allocated to and undertaken by this Commission is of necessity continuous rather than terminal. And we are today painfully aware that times and conditions change. Particular types of organizational structure and procedure must also change as conditions and experience indicate necessity for change. But regardless of these changes, work which has been begun must be continued. The performance of the functions which this Commission was created to perform is an obligation to the future as well as to the present.

2. *Programs of Studies.* If the public schools are expected to help people to live better, a good school program should result in a good community. Professor Thorndike has concluded that "at least four-fifths of the differences of cities in goodness is caused by the personal qualities of the citizens and the amount of their incomes. "These," he believes, "are the main things to improve." His conclusion is that the educational agencies of a community have three jobs: "training for doing rather than talking, providing opportunities rather than exerting pressure, and improving the distribution of education." If schools are to aid in improving communities, it appears that they must give major attention to improving the personal qualities of individuals and to aiding them in securing adequate incomes and living standards. We need to consider seriously the extent to which our school programs are contributing to these ends.

If wars and other national disturbances are not to be followed by grave economic and social crises, educational programs must include constructive plans for aiding individuals to make the necessary adjustments from a war-time to a peace-time economy and social structure. Evidences of the failure of our school programs to influence constructively our standard of living are sufficiently imposing to warrant their serious consideration by all those concerned with improving education in the South.

3. *Significant Trends.* The work of the Southern Association Study has been carried on primarily in thirty-three secondary schools. Efforts have been made to assist teachers to make such changes in their teaching as they believe would improve their teaching and the services of the school to its community. In some cases the school program and its services to the community have undergone marked changes.

In situations where the schools' program has undergone marked changes in the kinds of services which it renders to its community, it has become increasingly apparent that other agencies in addition to the schools are seeking to give services and to bring about improvements in living which closely parallel those accepted as ultimate purposes of the Study. In some cases it has been found that other agencies carry the same purposes and wish to bring about the same kinds of changes in the community which the newer school programs seek to encourage.

This fact suggests the possibility of a slightly different approach which the Southern Association might make in its attempts to better life in the South. This approach would include making the community, its needs and problems, the focus of attention.

Representatives from the local college or university, acting as an impartial social agency, could assume the initiative in organizing in communities local leadership groups. These local groups would include representatives from the local school, civic and cultural organizations, industrial organizations, and federal and state agencies. The schools would stimulate these local groups to plan a community program which would better conditions in their own community. Undoubtedly as this program develops new demands would be made upon the local schools for services which the school had not heretofore rendered. One advantage of this approach might be that the school would make changes in response to community requests and would not be placed in the position of justifying a revised school program to the local community. Educational institutions have always been sensitive to the demands of the local community. By creating new demands upon the schools, through the local leadership groups, school programs might be materially changed with less confusion and with less irritation to the supporting community than has been the case when the school changes its program without first developing a demand for these changes in its local community.

Another possible advantage of this approach to the improvement of living in the South lies in its direct attack upon community needs and problems. The educational leaders would assume the responsibility for:

- a. Stimulating local interest and determination to improve community life,
- b. Assisting in the organization and work of local groups,
- c. Acquainting local groups with the resources and aids available,
- d. Giving technical assistance to local groups in carrying out projects for community betterment.

This approach to the improvement of life in the South seems to be a natural extension of the Southern Study procedures and one which could be justified in terms of results secured in some of the communities of the thirty-three schools now participating in the Study. There are some schools now in the Study whose communities might be used for such an exploratory study.

4. *Cooperative Efforts.* A number of schools, colleges, and other established agencies in the South have made plans for the improvement of their instructional and administrative programs. Some have taken the initiative in undertaking investigations looking toward the improvement of education. Others have undertaken to service the needs of adjacent schools. It is clear from what they have already done that they desire not merely to provide more of the same kinds of opportunity now available, but to explore, investigate, and find ways of making improvements. But they need the cooperation of other institutions, additional staff services, and further information concerning educational needs.

In the formulation of plans for the future, therefore, the Commission might well give serious consideration to such problems as staff assistance to graduate centers, promoting educational research through operating educational agencies, providing for a central coordinating agency for the promotion and publication of research materials and projects, and developing institutional cooperation in working toward a unified program for the improvement of education and living in the South.

In the light of these facts and assumptions, your sub-committee submits the following recommendations:

1. That the staff of the Study prepare and publish at the appropriate time two additional monographs now planned. One of these will deal with problems of teacher education as they have been developed through the experiences of the Study. The other will deal with suggestive educational procedures developed in the thirty-three schools of the Study.

2. That assistance to the thirty-three schools of the Study be continued for the purpose of assisting them in continuing improvement and of placing their programs of improvement on a permanent basis, extending the work wherever feasible to the entire community served by the school for the purpose of improving living in the community.

3. That whenever feasible procedures developed in the Southern Study be extended, through the cooperative effort of the local agencies, including the co-operation of colleges, state departments, and other agencies concerned with the improvement of school and community life, to programs of improvement for entire communities.

4. That assistance, cooperation, and encouragement to graduate centers in providing facilities for mature teachers to continue appropriate educational experiences be continued by all possible means.

5. That application be made at the appropriate time to the General Education Board and/or other appropriate agencies for several graduate research fellowships to be allocated according to available needs and opportunities in the South. It is the purpose of this proposal to provide opportunity for the graduate education of potential leaders through fellowships, to further the coordination of the work now being developed by a number of different agencies, and to provide additional assistance to schools, colleges, and communities interested in the improvement of educational practices through research fellowships.

6. That the Commission on Curricular Problems and Research authorize its Executive Committee to take whatever action may be necessary for carrying into effect the recommendations of this report.

7. That the sub-committee be dismissed.

Respectfully submitted,

K. J. HOKE

FRANK C. JENKINS

DRUZILLA KENT

EDGAR W. KNIGHT

E. A. WATERS

ROSCOE E. PARKER, *Chairman*

On motion by Cooper, seconded by Yeuell, the Commission approved the report.

Dean William S. Taylor of the University of Kentucky gave a report of the fourteen Cooperating Conferences in Higher Educational Institutions for the summer of 1941. The excerpts below taken from Dr. Taylor's address are highly significant.

A REPORT OF THE COOPERATING CONFERENCES IN HIGHER EDUCATIONAL INSTITUTIONS FOR THE SUMMER, 1941

I want to express my appreciation to the chairman for the opportunity to bring this report to you. It has compelled me to do something I should never have done otherwise. I have read in careful detail every report from every one of the fourteen cooperating institutions. These reports varied in length from about twenty-five pages to two hundred pages, but I must confess that I found all of them interesting. . . .

The Commission on Curricular Problems and Research has adhered to a basic philosophy in its program of work since its establishment in Louisville in 1935. For

six years it has worked to bring the colleges responsible for the education of teachers and the secondary schools in which teachers taught into closer relationship so that each might better understand the problems of the other.

In any discussion of the underlying philosophy of workshops one thing should be made clear—that they did not originate in the minds of the faculties of the Colleges of Education of the universities of this country. They came into being in response to specific needs of teachers for aid in their own teaching problems. So long as they are continued on this basis they will perform their functions helpfully.

It is evident from a study of the reports of the institutions participating that the summer conference or workshop program should not be regarded as a substitute for formal course work. By most institutions the conference procedure is regarded as supplemental to course offerings. In one or two institutions, however, there was some evidence to indicate that the conference procedure might easily be used through the entire graduate program for the master's degree.

Perhaps the greatest contribution of the workshop has been the development of greater concern on the part of the teachers for the welfare of the individual child, a desire to use democratic practices in dealing with him, and a genuine interest in his relation to his community and its growth.

There is also general agreement, I think, that another value is to be found in the broadened viewpoint on the part of the teacher, the consideration for the opinions of others, and the ability to work cooperatively in programs and practices dealing with education. . . .

There are certain things that stand out in a study of the reports of these conferences:

1. There was no fixed pattern. Procedures varied widely.
2. There was lack of uniformity in name for the conferences:

University of Alabama—The Cooperative Study of School Problems
 Florida State College for Women—Curriculum Laboratory Workshop
 University of Florida—Workshop
 Georgia State College for Women—Workshop Conference
 University of Kentucky—Conference of the Southern Study
 University of North Carolina—Community Education Workshop
 University of Tennessee—Southern Association Study
 University of Texas—Conference-Laboratory on Problems of Curriculum
 and Instruction
 University of Virginia—Graduate Education Workshop
 College of William and Mary—Laboratory Conference

3. The third thing that impressed me was the careful planning that preceded the summer conference.

4. The fourth thing that impressed me was the serious effort to get staff members who could really help. In some instances participants requested staff members with successful teaching experience on level served.

5. The potential effect of these summer conferences on total program of teacher education is impressive: committees working all this year on (a) examination of present offering, (b) program for next summer.

6. Some practices in some institutions raise questions in the minds of staff members of other institutions:

- a. Effort of central housing and eating.
- b. Separate assemblies and devotionals. These may be desirable.
- c. Refusal of staff in some instances to aid student in discovering problem.
- d. Ultra-democratic procedures in some programs.

7. A careful reading of the reports of participating institutions indicates a very earnest effort on the part of all of them to discover how they may best serve in the future. They were all looking ahead. They were studying carefully with the participating schools how they might best proceed.

9. There is still evidence that the selection of a problem by students participating in summer conferences or by schools participating in summer conferences is in itself a problem. Not infrequently a teacher did not work hard because the school group was working on a problem which seemed to be of no particular concern to her. In some conferences it was agreed that the groups which worked least hard were those whose tasks had been assigned by the principal.

10. The participating conference groups have made a careful study of this whole program and definite recommendations as to procedures in the future:

- a. Teachers, individually and in groups, should be encouraged to select problems for study early in the year.
- b. Teachers should be encouraged to differentiate between problems which they themselves feel concerned about and problems more or less assigned to them by the principal, superintendent, or supervisor.
- c. If problems center about the handling of individual children, some kind of case material should be gathered before summer.
- d. Choices of problems made prior to the summer should be tentative, the final decision to be made with staff guidance.
- e. Participants should be encouraged to choose from many possibilities in terms of the needs of the community and school, facilities for study, etc.
- f. An important part of the participant's work at the University should be based on problems which are of personal concern to him as an individual.
- g. Participants should tell the staff the reasons for their choice of problems.
- h. Staff members should set up with the participants criteria for determining choices, preferably before the summer.
- i. It should be kept in mind that the end sought is not so much a wise choice to begin with as it is growth in wisdom to make choices.
- j. The staff should consider the possibility that it might be better for some individuals to make the choice of what to study within narrower limits than first proposed.
- k. The staff should critically examine the wisdom of participants' coming with assignments or coming to study for persons back home or coming to plan and carry back a county or city wide program involving teachers not present at the study.
- l. Each school group should discuss the role of the principal in the Study before summer.
- m. In selecting problems to be studied, consideration should be given to the proportionate amounts of time which should be devoted to individual and group problems.

I believe that the by-products of this program are more far-reaching than the programs themselves. May I tell you briefly what is happening to us at the University of Kentucky as a result of the influence of the Southern Study's conference program? I outline it briefly.

1. The Jackson County Program (Superintendent and twenty teachers brought to the University of Kentucky with the aid of the Sloan Foundation for six weeks study period in the second semester.)
2. The business education workshop of last summer
3. The elementary education workshop
4. The program for 1942 to bring in principals and teachers to study carefully the evaluative criteria
5. Contemplated program for next summer for Jackson County, Harlan County, and Pike County

Miss Sarah Rogers, who wrote her thesis on the "Workshop Movement at the University of Kentucky" and who studied this program critically closed her study with this statement:

"Teachers, who are really concerned with the welfare of children and anxious to vitalize that concern by learning improved techniques, will remain enthusiastic about workshops as long as they continue to serve the needs of those teachers as they work to improve living in the community. When workshops cease to perform this function, teachers will have to seek aid elsewhere if they are to develop those understandings which workshops have made seem so vitally important."

Please bear in mind that the cooperative study is experimental. It will, I hope, modify our approach. It will not, I hope, become a fixed pattern.

Mr. Robert S. Fleming, member of the staff, presented a summary of the work during the summer of 1941. Mr. Fleming's address follows:

WORK OF THE SOUTHERN ASSOCIATION STUDY DURING THE SUMMER OF 1941

PLANS FOR THE SUMMER

The development of the activities of the Southern Study is consistent with its original purposes and reveal many of the characteristics of the Study. If one should analyze the development of the Study from the time of its origin to the present, evident characteristics would include the evolving nature of the work, the emphasis upon purposes underlying activities and the research nature of the Study. The activities of the Study have emerged from the needs of teachers in their attempts to improve their teaching, rather than from any pre-conceived plan. The nature of the plans of Study for the summer 1941, and the manner in which they were made, reveals such characteristics as are inherent in the work. The first part of this report is an attempt to show the way in which plans were made for the past summer.

A chronological story of the activities of the Study during the three summer months would not be a complete one, since it would not relate the extensive planning carried on in preparation. An accurate account of the summer's activities begins with the work of the school groups during the summer of 1940 in the Richmond, Kentucky, Conference. During this time school groups made plans for improving their programs during the coming school year, and considered ways in which these plans might

be carried out effectively. Out of this grew plans for a meeting of representatives from the participating school during the December meeting of the Southern Association.

In this meeting, attended by representatives from the participating schools attending the Southern Association meeting in Memphis, Tennessee, the discussion centered around improving instruction during the remainder of the year and more effective summer study. The representatives suggested that the central office contact each school by letter in order to discover the things they planned to work on in the future and the nature and extent of help needed. Accordingly, a letter was sent to the schools on December 16, 1940, which acquainted the members of the school groups with the action taken at the Memphis meeting and asked them to consider these two questions:

1. "What are you now doing, or what do you plan to do, to improve your school program?"
2. "What things need to be done to bring about these improvements?"

The letter also indicated that members of the Staff would visit each school early in 1941 to plan with the school groups on these questions.

Thus, in initiating procedures to be used in developing plans for the summer it is significant that (1) neither school groups nor members of the Staff assumed that plans for the summer of 1941 should be the same as those for 1940, (2) plans should emerge from efforts of each particular school to improve, (3) school faculties and members of the Staff planned cooperatively.

During January and February, 1941, members of the Staff visited each of the participating schools to consider with the entire school group the two questions in the letter of December 16. The work of the school groups and the Staff, in response to this letter, resulted in the schools listing things they considered necessary for the improvement of their school programs and ways of bringing about such improvements. A summary of these follows:

1. Some schools indicated that during the spring of 1941 they needed to
 - a. Review the year's work in the school and attempt to determine points at which further improvement was necessary;
 - b. Make plans for bringing about these improvements; and
 - c. Plan the summer work of the group.
2. The things listed by the schools for the summer of 1941 were
 - a. Provisions for individual teachers, and groups of teachers, to work in one or more colleges and universities cooperating with the Southern Study in conducting conferences during the first six weeks of the summer;
 - b. A central conference similar to ones held during the past three summers (Schools wanting to continue the summer conference indicated a preference for a shorter conference.);
 - c. Work to be done by teachers of a school at home with all facilities of school and community available;
 - d. Work in connection with a state department of education;
 - e. Work of school groups in pre-school conferences.

After summarizing the requests made by the school groups for continuing the development of their school programs, the Director of the Study notified schools that Staff services would be available for the remainder of the year and an effort would be made to comply with the requests for help. This included aid in cooperating conferences, local studies, a general conference and pre-school conferences.

Following this communication the school faculties and Staff listed and clarified

problems which school faculties considered important, considered ways of working on these problems, and planned summer study that would facilitate progress on them. This was done by school groups, both with and without Staff aid, during the remainder of the school year. Plans which school groups made for the summer grew out of things they were doing during the spring. Final plans for the summer were made during the last few weeks of the regular school term or early in the summer.

A summary of the final plans for the summer indicates that school groups sought to decide upon ways of working which would contribute most to the progress of their school programs. Much time and planning went into a consideration of the most profitable types of experiences in which the particular school group might engage during the summer. No effort was made by the Staff to direct school groups toward a work shop or summer conference type of experience. The jobs that needed to be done by the participating schools made it necessary to provide for the summer of 1941 the following types of experience:

1. An opportunity for individuals from some of the schools to participate in summer conferences in colleges or universities cooperating with the Study;
2. An opportunity for several schools to have a "local study";
3. An opportunity for several individuals from the various schools to have fellowships for a number of varied activities. (These activities were to include experiences in cooperating conferences and in local studies.);
4. An opportunity for several schools to have pre-school conferences;
5. An opportunity for about half of the school groups to send representatives to a general conference, which was to be held at Georgia State College for Women, Milledgeville, Georgia.

Therefore, the plans for the summer of 1941 were made representing certain departures for the schools. Several characteristics of the plans for the past summer which have been described are

1. Plans evolved over a long period of time;
2. Plans were made cooperatively between school groups and the Staff;
3. Plans were developed which would facilitate the continued development of each school;
4. No emphasis was placed on attending a workshop or conference as being the best way of extending a school program;
5. Plans for the summer were a part of the total year's program rather than an isolated part of it.

The remainder of this report will consist of a description of the work of the Study during the summer consisting of (1) local studies, (2) work of the thirty-three schools in cooperating conferences, (3) work of the schools attending the Milledgeville Conference, and (4) work of pre-school conferences.

LOCAL STUDIES

By a "local study" is meant an investigation, or series of investigations, of ways of improving instructional practices, carried on by a group of teachers in their own school and community with the use of all local resources which are available to them during the regular school term. As staff members worked in schools during the past year, and as the school faculties considered ways of improving their programs, several indicated that they needed an opportunity for their faculties to study in the local situation. This would provide an opportunity for a larger number of teachers (in

some cases all) to participate in the work than had been possible in past summer conferences. It would also provide an opportunity for the school faculties to expand their activities in the summer to include work with students, visits to their homes, use of school materials, records, library, and school plant.

Local studies were arranged in Radford, Virginia, Waynesboro, Virginia, Norris, Tennessee, Asheville, North Carolina, and Cross City, Florida. Each school faculty was to work in a manner which it considered effective and there were marked variations in each of the local studies. The chief point in common in the work of these schools seems to be that each decided that the most effective way to continue the improvement of its school program was to work at home during part of the summer.

In one school thirteen teachers worked on such things as bibliographies for classes, evaluation of teaching procedures, pupil-teacher planning, ninth grade core-program, physical education program, functions of the library, use of special teachers, community recreation program, material for the various classes. They also worked with students during a part of the day in various interest groups for the purpose of studying first hand the interests and needs of youngsters and also providing a recreational program for them. These teachers and their principal and superintendent recognized that advantages in their local summer program, which they had not realized in other summer experiences, were due to access to local persons and facilities and to the participation of more faculty members. One teacher listed the following reasons why she believes that the local study was of value to her:

1. More teachers can participate;
2. We are in the actual situation; therefore, we make more practical plans which we are reasonably sure will work;
3. We are able to call in other people, students, and parents who will be concerned with the program during the coming school year;
4. I have had as much material, and material that I will work with during the coming year, as I have needed.

Another teacher indicated that through visiting parents, and through parents visiting school, she was able to gain some ideas of what parents thought their youngsters ought to get out of school. Using this information in working with forty-five of her students, individually or in small groups, she was able to help them develop plans for the year. She also ordered materials to be used during the year, reviewed them, and considered their most effective uses in light of plans made with these students.

Another local study arose from a need of a group of teachers for guidance in planning their work. It seemed necessary to secure more first-hand information from the pupil and his parents and to get a better understanding of the student's environment, family background, and community relationships. By visiting homes an attempt was made to investigate along these lines. The purpose of the work was to explore ways the school could help the boy or girl. The teacher recognized that the pupil needed both parent and teacher to aid him in planning his work and carrying out his school activities and his program after his high school work was finished. Another purpose of the work was to help the parents understand the school program and to attempt to keep them informed concerning the work of the school. Six conferences were arranged in the spring with parents to explore the value of carrying out such an undertaking. In analyzing these conferences, with the aid of a Staff member from the Southern Study, it was evident that in addition to discovering information about the children and their home, certain understandings and relationships between the home and the school seemed to have been developed. Therefore, plans were made to continue this type of work during the summer and in the pre-school con-

ference. This project was started by making appointments, several days in advance, to meet parents with the children in their homes. Approximately, six conferences were scheduled for each afternoon. Before visiting the home the teachers examined the child's school records for information concerning his credits and other matters which might be of interest to the parent. No set procedure for the conference was followed. After many of these conferences the visiting committee made the following recommendations to the faculty:

1. That the group of teachers who carried on this investigation continue it during the pre-school conference, taking other teachers along;
2. That teachers of other grade levels form similar groups;
3. That more planning be encouraged between the parent and child before the parent-pupil-teacher conference;
4. That the experiences provided in certain courses in the school program be modified.

In a third local study a group of about thirty-five teachers from the junior and senior high schools of the city met for a three-weeks period in July to consider their problems. During this period the following topics were studied:

1. An analysis of the purposes and work of the "interest period," to be used as a basis for making plans for such a period another year;
2. A study of the functions, values, and weaknesses of the present report card to be used in making recommendations to the faculty concerning its use and modification;
3. A consideration of problems dealing with classroom procedures as: "How to get work started with a group of students," "How do you determine a problem?" "Ways of planning with pupils in various subjects," "Ways of improving written and spoken English;"
4. A consideration of the work of the "block group," a group of pupils working as a unit during the day with the teachers planning cooperatively, to determine ways of improving other similar groups which might be started;
5. A consideration of ways of adjusting the schedule to plans teachers made for the year;
6. An exploration of ways of developing and appraising desirable citizenship practices in the school.

These topics were not completed during the local study. However, an analysis was made of the problem with tentative plans for the entire faculty to consider at the opening of school.

Members of the Staff of the Study assisted in the three local studies mentioned above. Detailed reports of this work are available. Such projects relate significant departures in both in-service growth of teachers and in school improvement.

THE WORK OF THE STUDY IN COOPERATING CONFERENCES

Although Dean W. S. Taylor has given a complete report of the work of the cooperating conferences, it seems appropriate at this point to indicate that the work of the thirty-three schools of the Southern Study during the summer of 1941 was closely related to the work of the cooperating conferences. As has been shown in the first section of this report, a number of teachers felt that they could work on their problems in an effective way in conferences held by institutions cooperating with the Southern Study. There were several points of cooperation between the thirty-three schools and the fourteen cooperating centers during the past summer:

1. Teachers from the thirty-three schools attended various cooperating conferences, working on their individual teaching problems or general school problems;
2. Teachers from the thirty-three schools worked in the cooperating conferences as members of the staff and at the same time considered implications of their work in the conference for the improvement of their own teaching during the coming year;
3. In a number of cases Staff members of the Study worked in cooperating conferences in places of leadership.

THE WORK OF THE MILLEDGEVILLE CONFERENCE

About half of the school faculties expressed the belief that the best way for them to work during the summer would be to have a general conference similar to the ones held by the Study in previous years. Arrangements were made for the fourth general conference of the Southern Association Study to be held on the campus of Georgia State College for Women, Milledgeville, Georgia, July 28-August 23.

Approximately one hundred participants from sixteen schools attended the conference. There were twelve members of the Staff in Milledgeville, but several of them had responsibilities in other work being carried on by the Study at that time. The number of teachers attending the conference from the schools varied. In some cases a large number of teachers represented a particular school while there were only one or two from others.

School faculties and individuals came to Milledgeville, because they decided that maximum help on their instructional program could be obtained in a general conference. The work of the Study during the summer of 1941 does not imply that central conference is no longer effective. It does mean that the effectiveness of such a conference is determined by the areas which the group needs to explore and the most appropriate time and place for such explorations. The work of school groups and individuals in Milledgeville indicates that thorough, accurate, painstaking study was carried on diligently by those attending the conference.

Representatives from a majority of the schools and from the Staff met in Milledgeville a day before the opening of the Conference to plan a working situation whereby individuals and school faculties could best do the jobs which confronted them. Committees were appointed, groups were assigned workrooms, other workrooms were set up, and plans concerning the scheduling of Staff services were made. A planning committee was developed from this pre-conference planning committee for the purpose of maintaining a flexible situation in which individuals and school faculties could continuously work most effectively on their concerns.

On the first day of the Conference a Staff member met with each school group and aided them initiate their work. These conferences helped groups plan their work, make contacts with other Staff members and with other teachers and principals who could help them on particular jobs.

There were many types of work and study carried on in the Milledgeville Conference. A brief summary of the kinds of things considered by certain schools will serve to show the nature of work carried on.

School A made a study of the following questions:

1. What is meant by teaching children rather than subject matter?
2. How can more effective plans for the interest period be made?
3. How can we provide most beneficially for all groups within a given class?
4. How can the faculty be educated to see conditions in the community and to realize the needs of pupils?
5. How can the school give the community a better understanding of its areas?

6. What plans can be initiated for most effective use of school facilities by the community?
7. How can we get a unification of our whole program in which each teacher feels a part?
8. How can the library render better services to the school as a whole?
9. How can we work better with children?

As this group worked on these problems, they employed a variety of ways of working. The whole group, representing all subject areas, analyzed them and contributed what they could before individuals best qualified to work on a particular problem continued along lines agreed on by the group. This work frequently brought out inter-relationships of the work of teachers in the faculty which aided in further clarifying the problem. At the end of the Conference the committees summarized their work by bringing together the material prepared on a particular problem with recommendations to be presented to the entire faculty in their pre-school conference. As this group worked on their problems several Staff members assisted them. The members of the group read extensively current educational materials related to their problem. Teachers and principals from other school groups also worked with this faculty.

The experience of School B included work with a group of patrons who spent a week in Milledgeville during the conference. This group worked on various aspects of school-community relationships and the improvement of economic conditions in the community.

The next group of teachers we shall designate as Group C. They developed preliminary plans for a county program for the improvement of instruction. This group served as a committee from their county with responsibility of making tentative plans for setting up an organization for the improvement of instruction on a county-wide basis. In light of basic assumptions made by the group, procedures to be presented to their superintendent for improvement of instruction in the county were planned.

These illustrations show the range and intensity of significant studies undertaken by school groups. Other groups attending the Conference were working on such problems as:

1. How can we improve the reading program in the Junior High School?
2. How shall we guide students who plan to go into the terminal education program?
3. What provision can we make for improved teacher-pupil planning?
4. How can we improve school-community relationships?
5. How can our school make a contribution to the National Defense Program?
6. How can we coordinate the work of the elementary and high school groups?
7. How can we work more effectively with the school lunch room management?
8. How can we prepare a list of needs of individual children in our school, as a basis for grouping them?
9. What more effective ways of working with parents can we determine?

From statements of problems, questions, and topics studied by school groups it is evident that their work is classifiable under three general headings. They are (1) general problems concerning the operation and administration of the school, (2) concerns of the group about ways and means of improving instructional practices in subject matter areas, and (3) problems dealing with community improvement.

In addition to the work of school groups individual teachers worked on their instructional problems. The individual work of a teacher of English was built around a study of the following problems:

1. A study of improved procedures for the teaching of English;
2. An investigation of ways of getting teachers in subject fields other than English aware of their responsibility in developing language skills;
3. A study of programs which a secondary school may set up to provide for remedial reading;
4. A study of instruction in dramatics in both the junior and senior high schools.

This teacher worked on these problems through conferences with several Staff members, with two members of her school group, conferences with other teachers of English and social studies, and extensive use of current literature.

A teacher of mathematics listed five major problems which she planned to study during the conference. The problems were

1. To make plans for the improvement of service courses in mathematics on the first, second, and fourth year levels;
2. To discover the weaknesses of the high school mathematics program by studying the records of those students who have entered college, those in the field of nursing, those of business schools, and those who have gone into miscellaneous jobs immediately after high school;
3. To make a study of the students who will be in the homeroom group during the next year in order that the teacher may have a better understanding of their needs and abilities;
4. To find better ways of aiding fourth year students in selecting their after-high-school work;
5. To plan ways of making the course, "methods of teaching high school mathematics," more functional with respect to their students teaching and teaching in the field.

In working with the school groups and individuals, the Staff explored ways in which they could be of maximum service. One member of the Staff was designated to investigate ways of improving the effectiveness of the Staff's work and make needed recommendations. During the remainder of the day members of the Staff worked with school faculties, individual teachers, groups of teachers interested in working on particular problems, and with other Staff members. The Staff met from eight to nine every morning for the purpose of discussing the jobs on which a particular school was working and the manner in which they were working on them. This was followed until all Staff members were familiar with the work of each school. The Conference knew that this procedure was being followed and in some cases a school group helped a Staff member present to the entire Staff a clearer picture of their situation. The members of the Staff had access to day-by-day records of the school groups. The Staff also attempted to investigate other ways by which they could be of greatest help to those in attendance.

The major responsibility of the Staff during the Milledgeville Conference was to render service to the sixteen school groups who felt that a central conference was the best means of furthering the work in their schools. In addition, the Staff undertook the responsibility of writing a monograph concerning the history, organization, and development of the Southern Association Study. The Executive Committee felt that the immediate publication of such a monograph would be valuable in

acquainting members of the Southern Study and others with the work of the Study to date.

Some of the outcomes of the Milledgeville Conference which were listed by teachers were a discovery of better ways of working with pupils, teachers, and parents, a better understanding of pupil-teacher planning, a discovery of ways of evaluating work of pupils, a conception of the relation of subject matter to various fields of living, a better understanding of the policies and functions of the school and the role of the teacher, a greater security in carrying out the program of the school, a realization of the opportunities of the school to contribute to the National Defense program, and a closer correlation of purposes of the elementary and high schools.

An individual teacher indicates that the most significant outcomes of the summer's experience to her were

1. A realization that there are several ways of working in a group;
2. A better conception of my duties in the school;
3. A realization of the extensive possibilities of all subject matter fields to develop the whole child;
4. A better conception of the functions of department heads and group chairmen;
5. A more vivid awareness that all teaching should develop the whole child;
6. A realization of the responsibilities of the group to give a better conception of the work of the Southern Study;
7. A better conception of the problems of the school as a whole.

Among the things listed which were of greatest value to school groups in Milledgeville were conferences with Staff members and teachers, use of the library and materials room, Staff adviser, flexibility of time schedule, and practical experience and participation in better ways of working.

PRE-SCHOOL CONFERENCES

Pre-school conferences were held in seventeen schools. Staff members assisted in eight of these conferences. In a majority of the schools the conferences lasted a week, however in some cases the conferences were of two weeks duration. Approximately 550 teachers participated in pre-school conferences. Reports of these pre-school conferences show that there were many types of problems considered and in each school there were problems unique to that particular school and community. In some cases Staff members and men from state departments of education worked together with school faculties. Several school faculties worked with groups of pupils during their conference. In one school all teachers in the county met with representatives from a nearby college and the state department of education.

Some of the things done in the various pre-school conferences are shown in the following statements:

The teachers of one school, in a consideration of ways of making subjects more meaningful, gave much consideration to problems of the community served by the school. Nine major community problems were listed and analyzed. Much of the remainder of the work done in the conference consisted of ways of including community problems in various subject areas.

The major problem considered in one pre-school conference was, "When is a child learning?" Teachers listed things they believed about learning and then listed suggestions for creating learning situations in their classroom.

As one faculty considered plans for the opening of school in their pre-school conference, it was decided that grouping students should be based not only on

interests, but that students should be placed where they work best and would be most likely to get help in meeting their needs. Some of the bases for grouping were vocational needs, need to work with a certain teacher or group, interests, and the maturity of worker.

A cooperative attack by parents and teachers on the use of the cafeteria led to a consideration of manners and nutrition. It was agreed to continue such meetings and to provide opportunity for carrying out suggestions made.

During a pre-school conference the teachers made agreements concerning the beginning of the new school term. As a part of the conference each teacher met her counseling group to begin working with pupils on plans for the immediate future. This was followed the next day by continuing such planning with small groups. School opened gradually, work beginning as pupils developed plans for things they needed to do.

During one pre-school conference a group of teachers worked on the question, "What can each department do to develop a positive, integrated health program?" These teachers considered the question with a number of pupils. The possibility of securing physical examinations for all pupils was discussed and plans were made for initiating and carrying on a health program.

The teachers in the schools having pre-school conferences considered such conferences of value to them. In the case of one school the principal felt that the conference was a "definite step in unifying the faculty as to purposes, and that needs of the school were sensed."

SUMMARY

This report has attempted to relate the work of the Study during the summer of 1941. The activities of the Study during the summer consisted of (1) cooperation with five schools in conducting local studies, (2) cooperation with colleges and universities conducting summer conferences in which teachers from the member schools participated in the capacity of both students and staff members, (3) a four-weeks general conference, attended by seventeen schools, and held at Georgia State College for Women, (4) cooperation with seventeen schools in holding pre-school conferences, and (5) preparation of the monograph, *The Southern Association Study*.

A comprehensive analysis of the work done during the summer of 1941 reveals a number of significant factors. They are

1. The work of the Study during the summer was a part of the total year's work of each school;
2. Plans for the summer were made and carried out in terms of the things the schools needed to do to continue the development of their educational program;
3. Greater exploration of effective ways of working were employed than during past summers. (This is evidenced by certain school groups working in their local communities, by the research nature of work done by the participants in the Milledgeville Conference, by cooperative work in local studies, and pre-school conferences with colleges and state department representatives);
4. In several cases extensions of the work of the schools have been made to city and county units employing procedures used in the Study. (These were direct outgrowths of the work of the schools.);
5. The work of many teachers in places of leadership during the summer indicates that procedures employed in the Study have contributed to the development of competent leaders in the South.

The work of the Southern Study is not restricted to a summer conference, a workshop, cooperating conferences, local studies, pre-school conferences, or any other devices for school improvement. We are committed to the task of working with schools to explore ways of improving Southern education and Southern living. The work of the past summer has been a part of the whole job of aiding schools in their attempts to make continuous improvement.

Dr. Waters discussed the present status of the Southern Study and plans for the future. He emphasized the following results of Southern Study procedures

1. Increased knowledge of ways of working together democratically in groups;
2. Increased knowledge of acceptable ways of implementing a philosophy of education in the school and classroom;
3. Increased knowledge of things schools can do to improve living in a community;
4. Increased knowledge of the use which can be made of existing local groups, units, and organizations to improve community education and living.

The discussion which followed this report emphasized ways and means in which services of educational institutions can be extended to communities, the value of publications in improving education, the place of the work conference in the education of teachers, the implications of the Study for the construction of programs of study, and the progress being made by the Southern Study Schools.

Chairman Edgar W. Knight summarized the reports of the morning and commented upon their significance for education in the South.

The morning session was adjourned at 11:30 A.M.

MEETING OF TUESDAY AFTERNOON, DECEMBER 2, 1941

Chairman Knight opened the afternoon session promptly at 2:00. P. M.

Dr. K. J. Hoke introduced the theme for the session with his report on Work Conferences in Higher Education.

REPORT OF THE COMMITTEE ON CONFERENCES IN HIGHER EDUCATION

To the members of

The Commission on Institutions of Higher Education, President Rufus C. Harris, Chairman, and

The Commission on Curricular Problems and Research, Dr. E. W. Knight, Chairman

Gentlemen:

In accordance with the instructions from your Commissions, the Committee on Work Conferences applied to the General Education Board for a grant to support

work conferences and evaluation of students' work in higher institutions and on April 3, 1941 received notice from this Board that a "sum of \$30,000, or as much thereof as may be necessary, was appropriated to the Southern Association of Colleges and Secondary Schools for support of work conferences on higher education and for evaluation of experimental secondary school programs under the direction of the Commission on Curricular Problems and Research and the Commission on Institutions of Higher Education during the period beginning about April 15, 1941 and terminating June 30, 1943."

DIVISION OF THE GRANT

Of this amount \$8,000 has been ear-marked for evaluation of experimental school programs under a committee, of which Dr. Goodrich C. White is chairman. This committee has been appointed by Chairman Harris of the Commission on Institutions of Higher Education. The residue, \$22,000, of the grant has been set aside for work conference purposes.

The General Education Board has deposited \$11,000 of the grant with the Secretary-Treasurer of the Association. The sum of \$4,000 has been credited to the Committee on Evaluation, of which \$133.15 has been spent. The remainder of \$7,000 has been allotted to conference work for 1941.

THE SEWANEE CONFERENCE

The first Work Conference on Higher Education was held at the University of the South at Sewanee, Tennessee, July 7 to July 19. A report on the work of this conference has been published and distributed free to each member of the Association. Two thousand copies were printed in the first order which cost approximately \$198 for printing and approximately \$35 for mailing. In response to requests for additional copies of the report, an additional thousand has been printed and distributed, for which the Committee has collected approximately \$145. There are now requests for about three hundred additional copies and an order for an additional thousand has been placed with the printer.

The Committee paid all the expenses of participants in the Sewanee Conference, which amounted to approximately \$6,000. The expenses of the Commission and the Committee after the grant for \$30,000 was made in April, 1941, along with the costs of the Sewanee Conference, reached a total of \$8,008.92 at the time the Secretary-Treasurer's books were audited. This leaves a balance of \$13,991.08 available for work conferences from September, 1941 to June 30, 1942.

CONFERENCE WORK DURING THE COLLEGE YEAR 1941-42

The participants in the Sewanee Conference made the suggestion that some provision be made during the session of 1941-42 to stimulate and to assist faculty groups in the several colleges throughout the South in studying their institutional problems. To this end, the Committee has secured the part-time service of Dr. Roscoe E. Parker, Professor of English, University of Tennessee, as coordinating secretary. For this work, the sum of \$1,500 has been set aside, leaving an approximate balance of \$12,600 for the organization and direction of the summer conference 1942. It should be stated at this point that the Commission on Curricular Problems and Research will contribute to the work of the conferences from its annual grant from the Association of Colleges and Secondary Schools.

THE WORK CONFERENCE IN 1942

Through the cooperation of Vice Chancellor Guerry, the Conference on Higher Education will be held at the University of the South at Sewanee June 21 to July 3.

Chancellor O. C. Carmichael has consented to act as director of the Conference, Dr. Roscoe E. Parker will be the executive secretary in charge of instructional problems, and Dr. J. G. Stipe will be executive secretary in charge of administrative problems.

Your Committee will keep members of your Commissions informed concerning the development of undertakings which are being projected under this grant. We thank you for your cooperation and support.

LEO M. CHAMBERLAIN
EDWARD M. GWATHMEY
M. C. HUNTLEY
T. H. JACK
EDGAR W. KNIGHT
T. H. NAPIER
P. A. ROY
ROBERT H. TUCKER
K. J. HOKE, *Chairman*

The Work Conference on Higher Education held at Sewanee was evaluated from the points of view of its benefits for secondary schools, for higher educational institutions, and for the education of teachers, especially on the graduate level.

Mr. Noble Hendrix was originally scheduled to speak for the secondary schools, but was called from the meeting in connection with his duties as a member of the Commission on Institutions of Higher Education. Dr. Knight asked Principal Ben Wiseman to substitute for Mr. Hendrix.

Mr. Wiseman compared the reactions and way of work of the Sewanee group with the reactions and way of work of the Southern Study groups engaged in summer conferences. He pointed out that in both cases the program was based strictly on the interests of the participants. He mentioned the fact that these interests were very similar for the Sewanee and Southern Study groups. Mr. Wiseman indicated an outstanding advantage of the Sewanee Conference as being the privilege afforded secondary school men of working with those engaged in higher education. He believes that advantages will grow out of the Higher Education Work Conference similar to those in evidence following the Southern Study Work Conferences. He mentioned particularly the increased understanding and spirit of tolerance on the part of the participants as being primary results.

Mr. Wiseman spoke of the Southern Study as being the pilot light in his school. He described certain measures which were being taken to carry on the work as the Southern Study completed its mission. He explained an interesting plan whereby leadership would be secured from other agencies. As an example, he mentioned the scheme whereby members of the English Department of his school were working with the English faculty at S.M.U. The same plan of coordination is followed by other departments. Mr. Wiseman said the primary contribution of the Southern Study to his school was by way of inspiration.

Dr. T. H. Jack was originally scheduled to speak on the values of the Work Conference for Higher Educational Institutions, but was called from the meeting along with Mr. Hendrix. Dr. Chamberlain and Dr. Ullrich were asked by the Chairman to substitute for Dr. Jack.

Dr. Chamberlain gave his impressions of the program on the basis of only brief observations. He spoke of the following values: intimate association of delegates resulting in mutual understanding through the discussion of common problems, the privilege of informal exchange of viewpoints, the practice in respect for the other person's point of view, the outstanding issues which confront education today were identified for study and discussion.

Dr. Chamberlain concluded his remarks by saying that every individual in attendance gained something, but that the question was concerning the degree to which the effects of the conference would go back to the institution represented. He made the following suggestions for improving the Sewanee Conference next summer:

1. That careful consideration be given to the time of meeting with the view of setting a more convenient time;
2. That in determining representation the need for having more classroom teachers be considered;
3. That the advisability of having a central theme for the conference be considered. (The idea is that different committees might be set up to work on the central problem from several points of view. A steering committee would be responsible for bringing together the work of such committees. In this connection, it was urged that the different committees be more balanced as to size.);
4. That occasional speakers of prominence be scheduled for certain evenings instead of having symposiums every night;
5. That certain evenings be reserved for individual and committee work.

Dr. Ullrich identified four values for the Work Conference on Higher Education after making the introductory statement that no college can continue long in isolation these days:

1. The Work Conference constituted a splendid example of democratic processes in action;
2. It offered a means of sharing ideas;
3. It enabled the participants to precipitate their thinking;
4. It enabled participants to compare their own problems and procedures with those of others having similar problems and procedures, thus permitting a more significant evaluation of the work of their institutions with the view of bringing about improvement.

Dean Roger McCutcheon of Tulane University spoke on the implications of the Work Conference for the education of teachers, especially on the graduate level. He emphasized that

1. It was good for graduate deans to learn at first hand about the problems of high school officials and teachers as they affect graduate education;
2. It was valuable to have questions raised in the Conference which were pertinent to the work of graduate education. Dean McCutcheon indicated that the Sewanee Conference had led to the development of plans for a survey of graduate work in the South and a conference of graduate deans held in connection with the Work Conference next summer. Some of the problems to be considered are (a) apprentice teaching, (b) graduate school cooperation, (c) addition of a fifth year to teacher education.

In connection with the discussion that developed from the foregoing reports, Dr. Hoke emphasized the importance of having institutions pay the expenses of their representatives rather than to impose such an obligation upon the representatives themselves. As to the time of meeting, it was explained that full consideration had been given to this problem and all things considered, the time set seemed to be best. In answer to the question as to what had been the actual outcome of the work of the Higher Education Work Conference as evidenced in the institutions, Dr. Parker spoke of his survey and mentioned the fact that at the present time fifty-three institutions of the South are now engaged in efforts to determine this question. Dr. Knight concluded the discussion by saying that he considered the work of the Southern Study and the program of the Higher Education Work Conference the two most significant things happening in the South since the organization of the Southern Association.

Dr. Knight introduced the business session with the request that the Commission authorize the Executive Committee to request the Southern Association to continue its annual grant of \$2,500 to carry on the work of the Commission. On motion by Dr. Little, seconded by Dr. Parker, the Commission so authorized the Executive Committee.

Chairman P. A. Roy made the report for the Nominating Committee. This report included the new members nominated to fill vacancies, as well as the members nominated to serve as officers and members of the Executive Committee of the Commission.

REPORT OF THE NOMINATING COMMITTEE

(See pages 90 to 91, "Minutes" of the Association, for this report as approved by the Association, this issue of the *QUARTERLY*.)

By motion duly made and seconded, the Commission approved the report of the Nominating Committee.

The final action of the Commission before adjourning was to extend a

vote of thanks to the retiring officers and members of the Executive Committee for their work.

This session closed the annual meeting of the Commission on Curricular Problems and Research as a separate group. On Wednesday morning, December 3, the Commission members attended the meeting held by the Commission on Secondary Schools. The theme of this session was Co-operation of Secondary Schools and Colleges in the Improvement of Education in the South. The following afternoon the members listened to a discussion of the Work Conference on Higher Education which was presented at the meeting of the Commission on Institutions of Higher Education.

Respectfully submitted,

L. G. DERTHICK, *Secretary*

BUDGET APPROPRIATIONS FROM THE GENERAL EDUCATION
BOARD WITH ACTUAL EXPENDITURES DECEMBER 1, 1940
TO NOVEMBER 15, 1941

	Budget Appropriations for Year	Actual Expenditures for Period	Over (*) or Under Expended
Budget for Fiscal Year 1940-1941:			
Salary of Director	\$ 4,500.00	\$ 4,500.00	\$
Salaries of Assistant Supervisors	11,000.00	10,025.54	974.46
Travel—Director	1,800.00	1,704.76	95.24
Travel—Assistant Supervisors	4,500.00	5,883.11	1,383.11 *
Conferences with Aid of Consultants	300.00	108.41	191.59
Office Rent	240.00	240.00	
Secretarial Help and Supplies	1,160.00	1,281.98	121.98 *
Contingent Fund	500.00	448.36	51.64
Totals	\$ 24,000.00	\$ 24,192.16	\$ 192.16 *
Less—Expenditures During Prior Year	7,326.27	7,326.27	
Totals—1940-1941 Budget	\$ 16,673.73	\$ 16,865.89	\$ 192.16 *

Budget for the Continuance and Extension
of the Southern Association Study in
Colleges and Secondary Schools
through Summer Conferences:

Item 1. Staff Services in the Participating
Secondary Schools:

Services of Director and Staff Members	\$ 11,000.00	\$ 842.00	\$10,158.00
Travel for Director and Staff Members	4,750.00		4,750.00
Conferences with Aid of Consultants	300.00		300.00
Office Rent	240.00	100.00	140.00

	Budget Appropriations for Year	Actual Expenditures for Period	Over (*) or Under Expended
Secretarial Help and Supplies	\$ 1,210.00	\$ 140.30	\$ 1,069.70
Contingent	500.00		500.00
	<hr/> \$ 18,000.00	<hr/> \$ 1,082.30	<hr/> \$16,917.70
Item 2. Southern Association 1941: Summer Conferences, Including Pre- session Conferences	<hr/> \$ 27,850.00	<hr/> \$ 27,707.57	<hr/> \$ 142.43
Item 3. Staff Assistance to the Southern Association Study for Negroes	<hr/> \$ 2,500.00	<hr/> \$ 334.67	<hr/> \$ 2,165.33
Totals—Southern Study Budget	<hr/> \$ 48,350.00	<hr/> \$ 29,124.54	<hr/> \$19,225.46
Budget for Provision of Scholarships at Southern Universities and Colleges	<hr/> \$ 6,067.15	<hr/> \$ 3,162.11	<hr/> \$ 2,905.04
COMMISSION BUDGET FROM THE ASSOCIATION APPROPRIATIONS AND EXPENDITURES DECEMBER 1, 1940-NOVEMBER 15, 1941			
Speakers for Commission Programs	\$ 200.00	\$	\$ 200.00
Secretarial Help	150.00	171.02	21.02*
Contingent	1,000.00		1,000.00
Expenses for Commission Travel	1,150.00	2,645.77	1,496.77*
Deficit 1940 Budget		151.17	151.17*
Total	<hr/> \$ 2,500.00	<hr/> \$ 2,967.96	<hr/> \$ 467.96*

BOARD OF PUBLICATION

The Board of Publication of the SOUTHERN ASSOCIATION QUARTERLY met Thursday evening, December 4, 1941 in the Brown Hotel immediately following the annual dinner meeting of the Association. President-elect M. E. Ligon, Secretary Shelton Phelps, and Secretary Goodrich White of the Commission on Institutions of Higher Education were present, as was retiring President Sam Whitley. Professor Holland Holton, of Duke University, was re-elected as editor and honorarium was fixed in accordance with the budget proposed by the Executive Committee to the Association. Professor Holton then presented the business problems facing the QUARTERLY. The meeting adjourned after informal discussion of problems concerned with the printing of the QUARTERLY in 1942, and the editor was empowered to direct the Duke University Press either to make new contract with the present printer or call for new bids if that procedure seems more desirable.

(Signed) SHELTON PHELPS, *Secretary*

Constitution and Standards of the Southern Association

CONSTITUTION

ARTICLE I

NAME AND OBJECT

Section 1. The Association shall be called the Southern Association of Colleges and Secondary Schools.

Sec. 2. The object of this Association shall be to establish helpful relations between the secondary schools and the institutions of higher education within the territory of the Association, and to consider all subjects that tend to the promotion of their interests.

ARTICLE II

MEMBERSHIP AND VOTING

Section 1. The members of this Association shall consist of three classes: first, institutions of higher education; second, secondary schools; and third, state departments of education.

Sec. 2. State departments of education, upon application and upon recommendation of the Executive Committee, and institutions accredited by the Commissions of the Association, when approved by the Association, become members of this Association.

Sec. 3. Persons engaged in the work of teaching in or administration of an institution which is a member of this Association and representatives of state departments of education which are members of this Association shall have the right to attend meetings and participate in the activities of the Association.

In transacting the business of the Association, each institution or state department of education, holding membership in this Association, shall have one vote, such vote to be cast by the executive head or his representative; but no person shall cast more than one vote.

ARTICLE III

OFFICERS AND COMMITTEES

Section 1. The officers of the Association shall be a President, two Vice Presidents, and a Secretary-Treasurer. The President and Vice

Presidents shall be elected by a majority vote at the annual meeting of the Association for a single term of one year or until their successors are elected, and they shall be ineligible to succeed themselves directly. The Secretary-Treasurer shall be elected by the Association upon nomination of the Executive Committee.

Sec. 2. There shall be four standing committees of the Association, namely, an Executive Committee, a Commission on Institutions of Higher Education, a Commission on Secondary Schools, and a Commission on Curricular Problems and Research, and such other temporary or special committees as may be provided by action of the Association.

Sec. 3. The Executive Committee of the Association shall consist of the President, who shall be chairman *ex officio*, the immediate Past President, the Secretary-Treasurer, and six members who shall be elected by a majority vote of the Association for terms of three years, the terms of one-third of whom shall expire each year, and they shall be ineligible to succeed themselves directly. In case of death or resignation, the Executive Committee shall have authority to fill such vacancies.

Sec. 4. The Commission on Institutions of Higher Education shall consist of forty-five members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by majority vote of the Association for terms of three years, as follows :

- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Twelve persons elected at large from member institutions, not fewer than six of whom shall be connected with institutions of higher education.

The terms of one-third of the members of this Commission shall expire each year and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 5. The Commission on Secondary Schools shall consist of seventy-eight members, eleven of whom, as state high school supervisors, shall be members of the Commission *ex officio*. Sixty-seven members of the Commission shall be subject to election not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :

- (a) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.
- (b) Three persons connected with member secondary schools from each state within the territory of this Association, one of whom shall be from a private secondary school.
- (c) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of the Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms, but this provision shall not apply to the state supervisors who are members *ex officio*.

Sec. 6. The Commission on Curricular Problems and Research shall consist of thirty members who, on nomination of the Executive Committee, shall be elected by a majority vote of the Association for terms of three years, as follows :

- (a) One person connected with a member institution of higher education from each state within the territory of this Association.
- (b) One person connected with a member secondary school from each state within the territory of this Association.
- (c) Eight persons elected at large from member institutions.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

Sec. 7. In the event of death or resignation of a member of one of the Commissions after adjournment of the annual meeting the Chairman of the Commission with the written approval of the President of the Association shall have authority to appoint a successor to the member dead or resigning to serve until the next annual meeting of the Association, provided the person appointed shall qualify in the proper classification as defined in this Article.

ARTICLE IV

DUTIES OF OFFICERS

The duties of the officers shall be such as usually pertain to the several offices. The President shall prepare the program for the annual meeting of the Association, preside at the meetings of the Association, and act as chairman of the Executive Committee. The Secretary-Treasurer

shall publish the Proceedings. He shall keep in bank the funds of the Association, paying out the same under such rules as may be provided by the Association.

ARTICLE V

DUTIES OF THE STANDING COMMITTEES

Section 1. The Executive Committee shall meet in advance of the regular annual meeting of the Association, and may be called to meet at any other time by the joint action of the President and the Secretary-Treasurer.

The Executive Committee shall have the following duties :

- (a) It shall prepare agenda for the Association and fix the time and place of meeting.
- (b) It shall determine the *amount of the annual dues and prepare a budget*, subject to the approval of the Association.
- (c) It shall make *necessary appropriations* not otherwise provided for.
- (d) It shall nominate to the Association, upon recommendation of the Commissions, persons to fill vacancies on the several Commissions.
- (e) It shall hear appeals, if any, against the findings of the accrediting Commissions, and shall report its recommendations to the Association for final decision.
- (f) It shall receive from the accrediting Commissions and transmit to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (g) It shall receive from the accrediting Commissions lists of member institutions which do not conform to the standards as prescribed, and shall forward these lists to the Association, with recommendations.
- (h) It shall receive from the accrediting Commissions lists of institutions applying for membership which do not conform to the standards as prescribed, and may forward these lists to the Association with recommendations.
- (i) It may call special meetings of the Association.
- (j) It shall, in general, act for the Association while it is not in session, but the acts of this Committee shall always be subject to the revision and approval of the Association.

Sec. 2. The Commission on Institutions of Higher Education shall have the following duties :

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by the institutions of higher education which are members, or which desire to become members, of this Association.
- (b) It shall make such inspection and investigations as it deems necessary.
- (c) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of institutions which conform to the standards prescribed.
- (d) It shall submit to the Executive Committee lists of member institutions and institutions applying for membership which do not conform to the standards as prescribed.
- (e) It shall give to any member institution or institution applying for membership notice of said institution's failure to conform to standards as soon as possible after action has been taken by the Commission.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Institutions of Higher Education shall be open unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by a vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 3. The Commission on Secondary Schools shall have the following duties:

- (a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.
- (b) It shall prepare all needed blanks and certificates.
- (c) It shall make such inspection of schools as it deems necessary.
- (d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication, lists of secondary schools within the territory of the Association which conform to the standards prescribed.
- (e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.
- (f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

The meetings of the Commission on Secondary Schools shall be open

unless the business is of such a nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

Sec. 4. The Commission on Curricular Problems and Research shall have the following duties :

- (a) It shall study and report to the appropriate standing committee on the accrediting policies of this and similar associations.
- (b) It shall study and report to the appropriate standing committee notable procedures in administering programs of studies.
- (c) It shall stimulate experimentation and report to the appropriate standing committee significant trends in either secondary or higher education.
- (d) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

Sec. 5. The Commissions on Higher Education and on Secondary Schools shall have the authority to collect a fee for the inspection of institutions. All money collected by these Commissions for registration and inspection shall be paid over to the Secretary-Treasurer of the Association. The expenses of the various Commissions shall be provided for by appropriations annually made by the Association or Executive Committee on recommendation of the Commissions.

Sec. 6. The Commissions herein provided for shall elect their own officers, appoint all necessary committees, regulate their own time and place of meeting, and arrange all other details for the performance of their official duties.

Sec. 7. All bills of the Association shall be paid by the Secretary-Treasurer, if possible by check. Each bill must be approved by the party responsible for it, and no expenditure shall be made except as may be ordered by the Association or by the Executive Committee.

ARTICLE VI

MEETING

There shall be a regular annual meeting held as may be determined by the Executive Committee. A representation of twenty-five of the institutions belonging to the Association shall constitute a quorum for all purposes.

ARTICLE VII

DUES

To meet the expenses of the Association, an annual fee shall be paid by each member, the amount to be fixed by the Association on recommendation of the Executive Committee. Failure to pay dues forfeits membership.

ARTICLE VIII

AMENDMENTS

The Constitution and By-Laws of the Association may be amended by a majority vote at any regular annual meeting at which a quorum is present, provided that the proposed amendment has been submitted at one regular annual meeting and that final action may not be taken until the next regular annual meeting.

STANDARDS OF THE ASSOCIATION

STANDARDS FOR COLLEGES OF ARTS AND SCIENCES AND TEACHER
TRAINING COLLEGES

Preamble.—The Southern Association of Colleges and Secondary Schools was organized in 1895 for the purpose of improving the quality of work and the procedures to be followed in the institutions belonging to it. The Association is composed of members who voluntarily join in and willingly accept its standards. It does not desire in the least to exercise authority over institutions which are not members; and it brings no pressure of any kind to have schools or colleges join its ranks. It wishes to have an attitude of inclusiveness so as to welcome those who wish to join and who are properly qualified, but it is insistent that institutions must meet its requirements in letter and in spirit before they are accepted and after they become members.

The standards as outlined apply to colleges of arts and sciences and cover only incidentally graduate, professional, technical, or specialized departments. All these must be measured by tests which are additional to the regular standards mentioned below.

It is expected that the standards of the Association shall have been met by any institution for a long enough period of time to be operating satisfactorily. Recognition is not to be granted on the promise that requirements are about to be met or will be met.

The status of provisional membership shall be inaugurated after an institution meets the technical requirements for admission to the Asso-

ciation and after the application for admission has been approved by the Commission. It will be given this status of provisional membership for two years, subject to review and final action at the end of that period. This type of membership shall carry the privilege of voting but not the privilege of holding office or committee assignments.

No institution of higher education may be considered for membership until it has had a special study under the direction of the Commission on Institutions of Higher Education. Information regarding this special study may be obtained through the Executive Secretary of the Association.

Every institution which holds membership, and all those which are applying for recognition, must supply very full data on all points covered by the standards, and on such others as may be requested by the Commission. The reports are to be furnished on blanks provided by the Association.

Standard One.—REQUIREMENTS FOR ADMISSION. Ordinarily the requirement for admission shall be graduation from an approved secondary school with the minimum of fifteen units (or eleven such units from a three-year senior school), or the equivalent of this requirement as shown by examination; but the Commission on Institutions of Higher Education may arrange for properly safeguarded programs with other requirements. Candidates for admission from secondary schools requiring more than the normal four years for graduation may be accepted when their transcripts show the full equivalent of graduation from a four-year secondary school. In the preparatory training, there should be several sequences of subject matter adapted to the curriculum of the institution where admission is sought. The certificate should show the quality of work accomplished and give information as to the personality, character, and health of the applicant. Supplementary psychological or achievement tests are advised. All information needed about a student should be in the hands of the institution before registration is permitted. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

Standard Two.—REQUIREMENTS FOR GRADUATION. The minimum requirements for a baccalaureate degree shall be 120 semester hours, or the equivalent, with such qualitative restrictions as may be deemed needful. The giving of a variety of degrees, especially by a small institution, should be discouraged.

Standard Three.—INSTRUCTION. The effectiveness of an institution should be measured largely by the quality of its instruction. This should be a principal concern of both administration and faculty.

Data on this point should include classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

Standard Four.—TRAINING AND DEVELOPMENT OF THE FACULTY. The training and experience of the teaching staff are important items in testing an institution. In general, the heads of departments should have the doctorate in their respective fields or the equivalent, but adequate graduate training of high quality should be expected of all staff members. There should be at least one well trained teacher for an average of twenty students. In addition, all members of the faculty should belong to learned societies appropriate for their departmental work, should keep up with their publications, and attend their meetings with reasonable diligence. At least some members of the faculty of each institution should be interested in writing articles or books. There should be evidence that the faculty participate in the program-making of the institution and that the faculty meetings are stimulating and helpful.

Standard Five.—TEACHER LOAD. As the effectiveness of a teacher depends to a large extent on his having some time of his own for research and for recreational activities, he should not be burdened with too heavy a teaching load. A schedule of more than sixteen credit hours a week should be carefully investigated, as also the handling of unusually large classes. The faculty committee assignments should be given consideration in the teaching load, and all specialized teaching in extension work, correspondence courses, honors programs, and the like, should be counted fully as a part of each teacher's activities.

Standard Six.—REMUNERATION AND TENURE OF THE FACULTY. Full professors should receive a minimum salary for nine months of work of not less than \$3,000, while the minimum for other ranks should not be less than the following: associate professors, \$2,400; assistant professors, \$1,800; and instructors, \$1,200. The faculty remuneration should not include housing or living arrangements unless on an optional basis. Provision should be made for pensions and for occasional leaves of absence. Tenure should be regarded for all professional ranks as continuous after a tentative period has expired. There should be no unreasonable restrictions as to academic freedom, but the faculty should recognize a corresponding responsibility in the exercise of this privilege.

Standard Seven.—FINANCIAL SUPPORT. In the case of institutions

owned or controlled by states, municipalities, or other units of government, there should be appropriated by the supporting agencies, or derived from endowment, an average sum of \$150 a student in addition to any income derived from student sources.

In the case of private or independent institutions, there should be a minimum endowment (in excess of all indebtedness) of at least \$500,000 for an institution having 300 students or a smaller number, with an increase of at least \$100,000 of endowment per each additional 100 students or major fraction thereof. It is essential that this minimum endowment be well invested and productive.

In the case of institutions supported or controlled by churches or denominations, it may be allowed that they have a minimum endowment of \$300,000 provided that they have annual contributions regularly paid of \$5,000 income for each \$100,000 endowment that may be lacking. In the case of Catholic institutions, contributed life service may be allowed to substitute for the annual support, but the minimum of \$300,000 endowment is expected in any event.

If an institution gives graduate or professional or specialized service in addition to the program of arts and sciences, larger support will be expected.

Standard Eight.—INSTRUCTIONAL EXPENDITURES. The percentage of income spent on the more direct instructional processes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff (omitting administrative officers); (2) the expenditures of the library for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom and laboratory supplies, but not permanent equipment. The total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, excluding the summer session, and the results should indicate an expenditure of not less than \$150 per student annually.

Standard Nine.—THE LIBRARY. Since in many respects the library is the heart of the college, its effectiveness is one of the surest tests of institutional worth. The collection of books and periodicals should be tested frequently by comparison with the Shaw list or other standard guides. The building should be well lighted, protected as far as possible against fire, and equipped with adequate working quarters for the staff. There should be a live and well distributed collection of at least 12,000 volumes exclusive of duplicates and government publications. There should be an expenditure of an average of five dollars per student for books, periodicals, and binding. The librarian or libra-

rians should be well trained and experienced, and should have faculty rank. The salaries for the staff should average not less than the equivalent of five dollars per student enrolled in the institution. In case graduate work, professional training, or other specialized services are attempted, heavier expenditures than those above permitted should be expected. A careful record should be kept to show the use of the library by faculty and students; and arrangements should be made so that all students may receive instruction from time to time in the use of the library.

Standard Ten.—PHYSICAL PLANT AND EQUIPMENT. The buildings and grounds for an institution must be judged by the program of service it undertakes to render. There should be sufficient land or a campus to provide for the buildings needed and give an opportunity for recreational activities. The buildings should be located and constructed so as to be suitable for class work, laboratories, administration, health, recreation, dormitory facilities, and student activities. Lighting, heating, ventilation, and general sanitary conditions should be carefully provided. The care and upkeep of the buildings should be factors in determining the effectiveness of the plant.

Standard Eleven.—STUDENT PERSONNEL WORK. Provision should be made for handling students as individuals, including careful records, academic and personal, counseling, as to the college program and personal problems, physical examinations for tuberculosis and other physical defects, vocational and placement advice. All such service in each institution should be carefully correlated, whether rendered by students, faculty, administrative officers, or alumni.

Standard Twelve.—EXTRACURRICULAR ACTIVITIES. The extent to which student activities add to the educational efficiency of an institution or detract from it will determine their value. The entire program should be under faculty supervision. The participation of students should be as far as possible on a fair try-out basis. Fraternities or social clubs should not initiate members until their academic standing is fully approved. The "spoils system" in student elections should be eliminated. The financial programs of all extracurricular activities should be audited, reported to students and faculty, and careful management assured.

Standard Thirteen.—INTERCOLLEGIATE ATHLETICS. It is essential that there be faculty control of all phases of intercollegiate athletics. This should cover specifically the admission of students, the choice of studies to be pursued, the grades attained, scholarship aid permitted, and other similar details. Athletes should have the same treatment as

other students in these matters. The athletic coaches should be regular members of the faculty, appointed as other members, with tenure and remuneration suitable to the faculty scale.

The financing of athletics should be a function and responsibility of the institution and under the control of the administration. Purchases should be made on requisition forms and all receipts and expenditures should be shown in detail in the college audit. Debts and assets should be the institutional responsibility.

All members of this Association which engage in intercollegiate athletics should hold membership in some athletic conference or association of approved standing and requirements. Exemption from this requirement may be granted for reason by the Commission on Institutions of Higher Education.

Standard Fourteen.—GENERAL ADMINISTRATION. The members of the board of trustees should be chosen because of their ability and willingness to serve the institution without selfish motives. Responsibility for the college administration should be centered in the president or chief executive officer with other officers responsible to him. Tenure should be relatively secure. Nepotism in appointments should be strictly avoided throughout the institutional organization. No one college officer or trustee should have charge of the making of investments or handling the finances.

There should be a carefully prepared budget each year and centralized purchases and records. Departmental officers to whom definite responsibility has been assigned should be supported by the administration so as to develop loyalty and enthusiasm.

Standard Fifteen.—SPECIAL ACTIVITIES OR RELATIONS. General standards set up for the regular session of nine months as outlined herein are expected to be applied to other activities or relations of each institution. If a college or university is a member of a state system or a denominational group and is required to accept credits of other members or units of the system, then *every member or unit* of such a system must make reports and be approved by this association. This applies also to branches or junior colleges operated by any institution.

Work done for degree credit in summer schools, extension service, correspondence studies, or accepted for credit by any institution when done under auspices of some other college or university must be strictly administered. Such work must be done under conditions which approximate those of the regular college term as to entrance requirements and supervision, the training and remuneration of the faculty, teaching loads, library and laboratory facilities, and the like.

Standard Sixteen.—ALUMNI RECORDS AND CONTACTS. If adequate information were obtainable in regard to the attitude and achievements of those who have attended an institution, it would serve as a sufficient single standard for accrediting. It is important for a college or university to keep careful records in the Registrar's office, or in a supervised alumni office or elsewhere, not merely for a few outstanding graduates but for all who have attended. These records should show those who have gone on for further study, should indicate the occupations followed, contributions to public or community service, and other items that may measure the influence of the institution in church or state. A college or university should consider carefully the carrying on of an educational program among its alumni. These should be encouraged to maintain an interest in their Alma Mater and contribute to its support, but care should be taken that they do not dominate the policies and programs of the institution.

Standard Seventeen.—GRADUATE WORK. The giving of degrees beyond the baccalaureate level is not permissible unless the undergraduate foundations are carefully laid and the institutional support is unusually strong. For the giving of the Master of Arts degree an institution should have an institutional expenditure a student of not less than \$250.00 as interpreted in Standard Eight, and should have faculty training and remuneration and teaching loads, as well as library expenditures and facilities, distinctly above the average. Advanced degrees should be limited and awarded according to the best recognized standards for such work. No university should offer the doctorate unless in addition to meeting the conditions enumerated above the institution is outstandingly strong.

Standard Eighteen.—PROFESSIONAL SCHOOLS OR DEPARTMENTS. Any institution which operates a professional school or department must meet the general requirements outlined above for the baccalaureate work and in addition must have support or resources which will insure the maintenance of such special work without weakening or jeopardizing the undergraduate program. All such professional schools must be recognized by the appropriate national association or standards when such are available, but this Association may also check the efficiency of the same.

Standard Nineteen.—STANDING IN THE EDUCATIONAL WORLD. There are many varieties of institutions in the membership of the Association, and there is no desire to standardize or cut them to a pattern. The records made by the students of any institution in other colleges or universities to which they may have transferred will be an important factor in determining its effectiveness.

Standard Twenty.—MAINTENANCE OF EDUCATIONAL IDEAL. In determining the fitness of an institution to meet the requirements of the Association, due consideration shall be given to the type of the institution, its announced purposes and objectives, and the relation between its resources and its educational undertakings.

The tone of an institution is one of the most important factors in its recognition. Fairness in recruiting students, truthfulness in publications and on the part of those who represent the institution in soliciting students, or in other relations, conservatism in granting honorary degrees, and a spirit of coöperation in educational work, and saneness in the awards of scholarships and loan funds are factors of importance in judging any institution.

STANDARDS FOR JUNIOR COLLEGES

Standard One.—STATEMENT OF PRINCIPLES. A flexible rather than a rigid system should be the guiding principle in formulating standards for educational institutions in a democracy. Schools and colleges should be encouraged to be different rather than to be pressed into set moulds to make them all alike. Junior colleges should carefully define their aims and objectives and be judged by the means employed and the success obtained in reaching those aims and objectives. The junior college should be judged as a whole, in terms of what it *is* and *does*, giving special attention to the quality as well as to the quantity of work done. To be accredited, a junior college must be legally authorized or chartered as an educational institution.

Standard Two.—ORGANIZATION. The junior college is an institution offering two or four years of instruction suited to the needs of its particular constituency. Two types are recognized: first, a two-year institution embracing two years of standard collegiate study, based on the successful completion of an accredited three- or four-year high school course; second, an institution embracing two years of standard collegiate study, integrated with two years of accredited high school study, all four years administered as a single unit. In any case, the last two years are to be equivalent in prerequisites and thoroughness to the work offered in the first two years of standard two-year junior colleges. The program of the last two years may be so organized as to be preparatory to the last two years of senior liberal arts, professional, or fine arts colleges, or it may be general, semi-professional, or terminal.

Standard Three.—ENTRANCE REQUIREMENTS. The two-year junior college shall require for admission graduation from an approved secondary school, with a minimum of fifteen acceptable units, or the equivalent of this requirement as shown by examination (or twelve

units from an approved three-year senior high school). The four-year junior college shall require eight acceptable units or their equivalent for entrance. Certificates of admission should show the quality of work accomplished and give information as to the personality, character, general ability, and health of the student. Psychological achievement tests are advised. All possible information about a student should be obtained before registration is completed. A program of guidance or orientation should be provided by each institution as a part of its entrance procedure.

Standard Four.—GRADUATION. Junior colleges shall not grant degrees. For the diploma of graduation, or the title of Associate in Arts, the student, in addition to meeting the entrance requirements for the particular type of curriculum he is pursuing, must complete at least sixty semester hours of academic credit or the equivalent, with such qualitative requirements as each institution may require. A minimum of two hours of laboratory work shall count as the equivalent of one hour of lecture, recitation, or test.

Standard Five.—FACULTY. The training and experience of the members of the faculty are important items in evaluating a junior college. The junior college teacher of academic subjects shall have a master's degree or at least one year of graduate work. The courses taught by any teacher shall be in the field of specialization. Teachers may teach on either the high school level, or the college level, or both when prepared as stated above. In the last two years of the college, there should be not more than twenty students for each teacher. The faculty members should belong to learned societies appropriate for their special work, and should be familiar with the publications of their societies. The faculty meetings should be stimulating and helpful. The salary scale shall be such as to secure and retain teachers of thorough training; the salary of departmental heads should be, in general, not less than \$2,000; the salary of other teachers should be in proportion.

Standard Six.—INSTRUCTION. The junior college should be known as an institution in which effective teaching is accomplished. Data on instructional efficiency should include information concerning classroom methods, tests, examinations, grading systems, faculty and student interest in the subjects taught, faculty and institutional self-analysis of instructional results, including the compilation and distribution on a comparative basis of grades by departments and by individual teachers.

Standard Seven.—TEACHING LOAD. A schedule of eighteen credit hours a week should be the maximum, as should class enrollments of

thirty-five students. The teaching of a high school class meeting five hours a week will be considered the equivalent of three credit-hours in a teacher's load. Two hours laboratory work shall be counted as one credit hour. Faculty committee assignments, sponsorship of extracurricular activities, and other non-teaching duties, should all be given consideration in the teaching load. As far as possible, every teacher should have some responsibility for contact with students in their extracurricular activities.

Standard Eight.—FINANCIAL SUPPORT. Each junior college shall show conclusive evidence that it is able adequately to finance the program defined by its stated objectives. Whether this financial support be derived from endowment, state or other public sources, church donations, or student fees, it must be clearly demonstrated that this support has been regularly received over a period of at least three years, and that there is reasonable assurance that it will continue. This support shall be adequate to secure and retain well-prepared teachers with successful experience, and be sufficient to sustain every educational activity undertaken by the institution.

An important item of financial support is the expenditure per student for instructional purposes as explained in Standard Nine. The extent to which the institution depends upon student fees, the regularity of income from endowment, church and other stable sources, the avoidance of debt, and the accounting procedures of the institution are all items of importance. In any case the minimum annual income from sources other than student fees or payments should be \$10,000.

Standard Nine.—INSTRUCTIONAL EXPENDITURES. The percentage of income spent for instructional purposes is an important factor in measuring a college program. To arrive at the figure desired, there should be added the following items: (1) the total salaries of the teaching staff, omitting those of administrative officers; (2) the expenditures for salaries of librarians, the purchasing of books and periodicals, and binding; and (3) the expenditures for classroom laboratory supplies, but not permanent equipment; the total sum thus derived should be divided by the average number of students attending the institution during the regular session of nine months, and the result should show an expenditure of not less than \$100 per student annually.

Standard Ten.—THE LIBRARY. The collection of books and periodicals should be compared frequently with the Mohrhardt's list or other standard guides. The library building should be well lighted, have reading room space for at least twenty per cent of the student enrollment, be fireproof, if possible, and have adequate quarters for the working staff. For a small junior college, there should be a collection of

books, adequately catalogued, carefully selected with reference to the subjects taught, and professionally administered, of not fewer than 4,000 volumes, exclusive of public documents. At least fifty magazines and periodicals should be taken each session. Attention shall be given to the possession of standard works of general and special reference, their number and recency.

The librarian should be a full time library employee, have a degree in library science, and have faculty rank.

There should be an annual expenditure of an average of at least two dollars and fifty cents per student for books, periodicals, and binding. All students should receive at least elementary training in the use of the library. A careful record shall be kept of the use of the library by faculty and students.

Standard Eleven.—LABORATORIES. The laboratories shall be equipped for individual instruction for each laboratory course offered in science, as well as for all vocational and semi-professional courses. If the fine arts, including drawing, painting, commercial art, and music are offered, the equipment in these departments shall all be considered in accrediting a junior college.

Standard Twelve.—PHYSICAL PLANT. The material equipment, including the buildings, grounds, laboratories, apparatus, lighting, heating, ventilation, the nature and condition of its lavatories, corridors, classrooms, closets, water supply, furniture and methods of cleaning and general sanitary conditions, shall all be considered in accrediting a junior college.

Standard Thirteen.—STUDENT PERSONNEL WORK. A program of guidance should be provided. Scholastic and personal data, including records of all physical examinations, and of vocational and placement advice, should be kept for each student.

A system of permanent records, showing clearly both the secondary and the college credits of each student, shall be accurately administered.

Standard Fourteen.—EXTRACURRICULAR ACTIVITIES. There should be provision for extracurricular activities and ample opportunity for development of leadership and initiative. These activities, including athletics, amusements, sports, fraternities and sororities, should all be under general faculty supervision and should not occupy an undue place in the life of the junior college. If the junior college engages in inter-collegiate athletics, it should hold membership in some athletic conference or association of approved standing.

In evaluating the program of a junior college, account shall be taken of all student activities, such as student government, student publica-

tions, literary societies, debating and speech activities, science, music, art, and foreign language clubs, religious and social service organizations.

Standard Fifteen.—THE GENERAL TONE OF THE INSTITUTION. The general atmosphere and spirit of its administration, the nature of its publicity, the truthfulness of its publications, and on the part of those who solicit students, its code of ethics, and its standing in the estimation of senior colleges, universities, and other educational agencies, shall all be carefully considered in determining the rating of a junior college.

Standard Sixteen.—RECORD OF TRANSFER STUDENTS. The records of students transferred to higher institutions over a period of three or more years shall be carefully considered in accrediting a junior college. No junior college shall be admitted to membership in the Association until it has graduated at least three classes.

Standard Seventeen.—ASSOCIATION SURVEY. No junior college shall be recommended for membership until it has been surveyed by a committee regularly appointed by the Commission. Any member junior college of the Association shall be open to inspection at any time and may be required to make reports at any time.

STANDARDS FOR SECONDARY SCHOOLS

(Statements in parentheses are interpretations or explanations of the standards, in accordance with the existing regulations of the Commission on Secondary Schools.)

ARTICLE I

The Commission on Secondary Schools shall consist of seventy-eight members, not more than one of whom shall be connected with the same institution and who, on nomination of the Executive Committee, shall be elected* by majority vote of the Association for terms of three years, as follows :

- (a) A state high school supervisor,* or other representative, from each state department of education within the territory of this Association.
- (b) Two persons connected with member institutions of higher education from each state within the territory of this Association, one of whom shall be a professor of Secondary Education.
- (c) Three persons connected with member secondary schools from

* By amendment to the Constitution, Article III, Section 5, the state supervisors are now *ex officio* members of the Commission and are not affected by the clause declaring members ineligible to succeed themselves after two successive terms.—EDITOR.

each state within the territory of this Association, one of whom shall be from a private secondary school.

(d) Twelve persons elected at large from member institutions, not fewer than seven of whom shall be connected with secondary schools.

The terms of one-third of the members of this Commission shall expire each year, and the members shall be ineligible to succeed themselves after two successive terms.

ARTICLE II

The Commission on Secondary Schools shall have the following duties :

(a) It shall prepare, subject to the approval of the Association, a statement of the standards to be met by secondary schools which are members or which desire to become members.

(b) It shall prepare all needed blanks and certificates.

(c) It shall make such inspection of schools as it deems necessary.

(d) It shall submit to the Executive Committee for transmittal to the Association for approval and publication lists of secondary schools within the territory of the Association which conform to the standards prescribed.

(e) It shall submit to the Executive Committee lists of member schools and schools applying for membership which do not conform to the standards as prescribed.

(f) It shall nominate to the Executive Committee persons to succeed those whose terms expire.

ARTICLE III

The meetings of the Commission on Secondary Schools shall be open unless the business is of such nature as would likely prove detrimental to the institution under consideration. In such cases, by vote of the majority, an executive session may be ordered. Final action on all matters shall be taken by the Commission as a whole.

ARTICLE IV

The Commission shall describe and define unit courses of study in the various secondary school programs. The minimum standard for accrediting shall be :

(a) No four-year school shall be accredited which does not require for graduation the completion of a four-year high school course of study embracing sixteen units as defined by this Association. No three-

year school shall be accredited which does not require the completion of a three-year high school course of study beyond the work of the junior high school, embracing twelve units as defined by this Association. These three years in an eleven-grade system shall be the ninth, tenth, and eleventh, and in a twelve-grade system the tenth, eleventh, and twelfth. A unit is defined as a year's study in any subject in a secondary school, constituting approximately a quarter of a full year's work. This shall include in the aggregate not less than the equivalent of 120 sixty-minute hours of classroom work, two hours of shop or laboratory work being equivalent to one hour of prepared classroom work. Four unit courses, or the equivalent in fractional unit courses as defined by this Association, shall be considered a normal amount of work carried for credit toward graduation by the average or medium student. More than twenty periods per week should be discouraged. Only such students as rank in ability in the upper 25 per cent of the student body may be allowed to take more than four academic units. A different practice in the school must be explained to the State Committee. An academic year shall be not less than 175 days during which the school is actually in session exclusive of holidays.

(In all science courses two double periods a week throughout the year should be devoted to laboratory work, three single periods to classroom work—a minimum of 280 minutes a week. Five sixty-minute periods a week gross will satisfy this requirement.)

(b) The minimum scholastic attainment required of the faculty of any accredited secondary school on the Southern list is that not less than 75 per cent of the total number of teachers of academic subjects, including the superintendent, the principal, the librarian, teachers of Agriculture and Home Economics, shall hold bachelors' degrees from colleges approved by the Association. Beginning teachers of academic subjects, and of Agriculture and Home Economics, are required to have degrees from colleges approved by the Association and should not teach outside the fields of their college specialization. All beginning teachers shall have had a minimum of twelve (12) semester hours in education. Any person entering a position of administrative or supervisory control of instruction in a secondary school accredited by this Association shall hold a Master's or other graduate degree from a college or university belonging to the Southern Association, or some other regional association, shall have had not less than six semester hours of graduate work in education, a minimum of two years of experience in teaching or administration, and shall show evidence of culture and of scholarship in one or more academic fields.

(This regulation does not apply to a person transferring from one

member school to a similar position in another member school provided not over two years elapse from the time of leaving the first position to entering the work in the second position. Teachers should have had professional training or at least one year's experience in teaching. Professional training includes courses in psychology, methods and principles of teaching, history of education, observation and directed teaching, tests and measurements, etc. A "beginning teacher" is defined as one who has not completed 24 months of teaching in an organized school. Such a person continues in the "beginning teacher" status until the 12 hours of education required above have been completed. A "semester hour" is the quantity of work normally accomplished in a class which meets one hour per week for a semester. It comprises not less than 15 hours of recitation or lecture work.)

(c) The maximum teaching load of any teacher of academic subjects is 750 pupil-periods per week with not more than six daily recitations. The Commission will require detailed explanation of variations from this rule. In interpreting this standard a double period in laboratory, shop, or two periods of study-room supervision shall be counted as the equivalent of one recitation period.

(No combination of such work should amount to more than thirty-five periods a week for any teacher. The minimum length of a recitation period shall be forty minutes in the clear.)

(d) The laboratory facilities shall be adequate for the needs of instruction in the courses taught.

(e) The location and construction of the buildings, the lighting, heating and ventilation of the rooms, the nature of the lavatories, corridors, water supply, school furniture, apparatus, and methods of cleaning shall be such as to insure hygienic conditions for both pupils and teachers.

(f) A member school whose records for the immediately preceding five years show significant weaknesses and low achievement as evidenced by many "warnings," poor achievement of its pupils in college, low achievement quotients of its pupils on standard tests, low standing as indicated by evaluation using the criteria of the Coöperative Study of Secondary School Standards, large yearly teacher turnover, nepotism, the employment of too many local teachers, or disregard by the community of a good professional attitude, may be warned or dropped from the Association.

(g) The Commission will decline to consider any school whose teaching force consists of fewer than four teachers giving their full time to high school instruction. When local conditions warrant the introduction of vocational subjects, such as agriculture, manual training, house-

hold arts, and commercial subjects, the Commission will hold that a sufficient number of teachers must be employed and proper equipment added to provide adequately for such instruction.

(Sixteen daily recitations in high school subjects taught by not fewer than four teachers is considered a minimum in enforcing this standard.)

(h) No school shall be considered unless the regular annual blank furnished for the purpose shall have been filled out and placed on file with the inspector. Full data relative to changes must be presented annually.

(These reports, with membership dues, must be filed with the state chairman by October 15. New schools must submit evidence of application for membership, such as a resolution by the local board.)

(i) All schools whose records show an excessive number of pupils per teacher, as based on the number enrolled October 1, even though they may technically meet all other requirements, will be rejected. The Association recognizes thirty as a maximum.

(The size of classes shall not be such as to impair efficiency of instruction. Thirty is recommended as a maximum. As many as forty in any class may subject the school to special investigation.)

(j) The time for which schools are accredited shall be limited to one year, dating from the time of the adoption of the list by the Association. In every case the character of the work done by a school must be the determining factor in accrediting. By personal visits of the inspectors, by detailed reports from the principal, and by the records made by the students in colleges, the character of a school's work shall be, from time to time, determined.

(k) The Commission recommends \$1,000 as the minimum salary for teachers.

(The Commission recognizes \$900 as a minimum salary for a year. Allowance in this minimum for room, board, and other items, if given as part payment of salaries, shall not exceed \$300. A school in which a full-time teacher receives less than this amount may be warned or dropped.)

(l) Accurate and complete records of attendance and scholarship must be kept in such form as may be conveniently used and safely preserved.

(m) If the lower division of a junior college covers three or four years of high school work, it shall be accredited by the Commission on Secondary Schools as if it were a separate high school, and under the Standards for Secondary Schools. If the lower division covers one or two years only, and is therefore incomplete as a high school of stand-

ard type, the institution as a whole must be accredited by the Commission on Institutions of Higher Education, applying to the lower division the Standards for Secondary Schools as follows: Article IV, except (g) first sentence requiring four full-time teachers, and excepting also (h) and (j) regarding separate reports and inspections. Article X regarding the Library applies in full.

(n) Schools accredited by this Association and desiring to participate in inter-school athletics shall be members of, or shall be eligible for membership in, the state athletic association or league or some such organization.

(Any school applying for accreditation and not fully meeting this standard should file with its annual report through the State Committee a full explanation. The interpretation and explanation of Article IV, Section (n) as adopted in the Richmond meeting of the Association December, 1936, are in full force and effect.)

ARTICLE V

Each State Committee shall prepare a list of accredited schools of its state according to the prescribed regulations and furnish the same to the Commission at its appointed annual meeting.

ARTICLE VI

From the lists thus submitted the Commission shall, at its annual meeting, select the schools which shall constitute the Southern List of Accredited Schools. Copies of this list when made up shall be furnished to the members of the Association before May 1, of each year. A school shall be removed from the accredited list for failure to maintain these standards.

ARTICLE VII

Colleges belonging to the Association shall report to the professor of secondary education or high school inspector by February 15, of each year, any cases of lack of preparation of, or other information relating to, students coming from schools in his state on blanks prepared by the Commission. These reports, after having been reviewed by the representatives of the Commission, shall be forwarded by the above officer in tabulated form to the schools interested and also laid before the Commission.

ARTICLE VIII

All secondary schools that are members of the Association shall pay annual dues of \$10.

ARTICLE IX

Schools on the Southern List must be in the highest class of schools as officially listed by the proper authorities of the state.

ARTICLE X

Standards for school libraries :

I. Books

(1) Enrollment of 100 or less students : 500 well-selected books exclusive of government documents and textbooks, to meet the needs for reference, supplementary reading and cultural and inspirational reading. Also one good general newspaper in addition to the local one, and a well-selected list of from 5 to 10 periodicals, suitable for students' use. Books selected from state approved list or from lists approved by Southern Association.

(2) Enrollment of 100 to 200 students : 500 to 1,000 well-selected books averaging 5 per student. Also good general newspaper and well-selected list of from 5 to 15 periodicals suitable for students' use.

(3) Enrollment of 200 to 500 students : 1,000 to 2,500 well-selected books, newspapers, and 15 to 30 suitable periodicals.

(4) Enrollment of 500 to 1,000 students : 2,500 to 5,000 well-selected books, newspapers, and 25 to 50 suitable periodicals.

(5) Enrollment of 1,000 or more students : 5,000 or more well-selected books, newspapers, and at least 40 suitable periodicals.

II. Librarian

(1) Enrollment of 100 or less students : Teacher-librarian with at least 6 semester hours in Library Science. Excused from certain number of hours of teaching and thus allotted definite time for library work, with regular hours in the library. Sufficient student help trained by the teacher-librarian to keep the library open all day, but open only under supervision.

(2) Enrollment of 100 to 200 students : Half-time librarian with a one-year course of 24-30 semester hours in an accredited library school, or half time with college graduation, including 12 semester hours in Library Science.

(3) Enrollment of 200 to 500 students : Full-time librarian with same qualifications and educational background as teachers, including 24-30 semester hours in an approved library school. One or two years' teaching experience is very desirable.

(4) Enrollment of 500 to 1,000 students: Same as above, with sufficient help and some experience in teaching or library especially desirable.

(5) Enrollment of 1,000 or more students: Full-time librarian with college graduation and at least 24-30 semester hours in an approved library school. Teaching and library experience especially desirable—a good contact with children already established. For every 1,000, or major fraction thereof, enrollment, there shall be an additional full-time trained librarian.

III. Appropriation

(1) Enrollment of 500 or less students: Annual appropriation of at least \$1.00 per student per year for books, periodicals, etc., exclusive of salaries.

(2) Enrollment of more than 500 students: Annual appropriation of at least \$.75 per student per year for books, periodicals, etc., exclusive of salaries.

IV. Course in Use of Library

Course of at least 12 lessons in the use of the library given by the librarian or teacher-librarian, preferably in first year of high school. (This course is required in all schools.)

V. Organization

(1) Enrollment of 100 or less students: At least an adequate shelf-list made and an adequate loan system installed.

(2) Enrollment of more than 100 students: Card catalogues, shelf-lists, accession record, and adequate loan system.

VI. Equipment

(1) Enrollment of 100 or fewer students to 200: Separate classroom or end of study hall fitted up with shelving, tables and chairs; always accessible to students, but under supervision.

(2) Enrollment of 200 to 500 students: Separate room equipped with tables, chairs, shelves, loan desks, magazine rack, bulletin boards, catalogue case, typewriter, and other essential office equipment. Room should be large enough to accommodate one-tenth of enrollment, allowing 25 square feet per person.

(3) Enrollment of 500 to 1,000 students: Same as above with separate library work room and essential office equipment.

(4) Enrollment of 1,000 or more students: Same as above with additional equipment to meet needs. If possible separate rooms for conference and for instruction in the library are desirable.

(If necessary, where impossible to get space in school building now in use for groups 2 and 3, study hall might be taken over as library, provided it is properly equipped and sufficient trained help provided to guide and aid in reading as well as to supervise study. At least two full-time trained librarians for 4.)

VII. These Regulations Are Effective Now

(1) Schools that do not comply with library standards subject themselves to being dropped.

(2) The Commission will not impose undue burdens on librarians who were employed prior to December, 1929, and who are giving satisfactory service. The Commission does reserve the right, however, to require of such librarians reasonable additional training in Library Science.

Accelerating the Progress of Students During the Emergency*

(*Excerpt from* RESOLUTIONS ADOPTED BY

THE COMMISSION ON INSTITUTIONS OF HIGHER EDUCATION OF THE
SOUTHERN ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS†

Atlanta, Georgia, February 6-7, 1942)

* * * * *

In light of these principles the Executive Council [of the Commission, which adopted officially the resolutions as here published] offers the following recommendations (In offering these recommendations, the Council has in view the organization of higher education in the interest of the nation's crisis and needs, and also the protection of the integrity of the college in the interest of the students themselves in this time of emergency):

(1) That institutions of higher education give immediate consideration to ways and means for accelerating the progress of students through such extension of the annual period of instruction, and such adjustments of curricula as may be consistent with national needs and with educational standards, and as may be possible with available resources;

(2) That desirable acceleration of programs of higher education be accomplished without lowering the established standards of the Southern Association for admission to college. In view of reports that have come to the Commission particular attention is called to the fact that the Commission on Institutions of Higher Education does not approve the admission to college of students who have not met fully the provisions of Standard One*;

(3) That a study be made by a joint committee of the Commission on Institutions of Higher Education and the Commission on Secondary Schools of "desirable articulation in the academic calendars of the secondary schools and the colleges to facilitate acceleration of total educational progress";

(4) That the Commission disapproves the granting of more credit hours in accelerated programs than are normally granted by the institution for the same period of time. It is understood that the accepted standard for a semester hour is 16 clock hours of instruction, or the usual laboratory equivalent. It is further understood that the minimum requirement for a

* Approved by the Conference of Representatives of Member Colleges and Universities. The full text of all resolutions will be published in the May issue of the *Quarterly*. These resolutions were received after part of this issue was already in page proof, but this excerpt is published in answer to the many questions from member Colleges as to what standards are to be followed in accelerating the program of students during the emergency.—EDITOR.

† See page 224, this issue of the *QUARTERLY*, "Standard One, for Colleges of Arts and Sciences and Teacher Training Colleges."—EDITOR.

baccalaureate degree is 120 semester hours or the equivalent, as stated in Standard Two;

(5) That, in brief, the national emergency emphasizes the need for thoroughly trained men and women and does not at this time seem to necessitate a reduction in the amount or quality of work required for entrance to and graduation from institutions of higher education;

(6) That under the accelerated program where terms of teaching service are extended, such extensions should be accompanied by fair and reasonable adjustments of salaries, and teachers should not engage in too long continuous periods of teaching;

(7) That since not all institutions of higher education are equipped to offer summer work, the institutions experienced in such work cooperate to the extent of enrolling, for the summer *only*, students from those colleges not attempting such work;

(8,a) That for students who leave college to enter the armed forces, credit for war service be awarded only to individuals, upon completion of their service, who meet such tests as the institution may prescribe;

(b) That for students who leave college to enter the armed forces, credit for incomplete college work be awarded only to individuals who meet such tests as the institution may prescribe; it is recognized that in the case of seniors within their last term or semester some departure from this practice, on an individual basis, may be justified;

(9) That a special committee be appointed to cooperate with the American Council on Education in its efforts to maintain adequate teaching personnel in the institutions of higher education;

(10) That the program of physical education be given greater emphasis, and that special attention be given to student health, nutrition, and physical fitness;

(11) That the proper authorities in our Federal Government be requested to unify and coordinate the operation of the Selective Service Law and the various plans of enlistment in the several branches of the armed forces and in special services with regard particularly to college students and faculty members, in order that a unity and a common pattern of procedure may be established to the greater good of the nation and its educational institutions;

(12) That the proper authorities in our Federal Government be requested to establish a definite and clearly interpreted general policy with regard to occupational deferment for college students and faculty members, in the interest of uniformity of practice by the local draft boards.

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